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Understanding the Dynamics of Peer Review and Its Impact on Revision

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UNDERSTANDING THE DYNAMICS OF PEER REVIEW
AND ITS IMPACT ON REVISION

by

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B.S. University of Central Florida, 2014

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ABSTRACT

Research in writing studies has focused on what happens as students, and often their teachers, talk about student writing. This line of inquiry has identified several strategies for productive peer interactions, including spontaneous talk (Danis; Dipardo and Freedman; Johnson, *The New Frontier*; Bruffee; Lam), a flexible environment (Dipardo & Freedman; Johnson, “Friendly Persuasion”), positive rapport (Rish; Thompson; Wolfe), feedback and support (Barron; Covill; Flynn; Grimm; Lam; Yucel, Bird, Young, and Blanksby; Zhu), and reflection (Yucel, Bird, Young, and Blanksby). However, research invested in understanding the extent to which such interactions result in better revisions or make students better writers has been slower to emerge. To address this gap in the existing scholarship, this thesis involved case studies of two first-year undergraduates as they navigated multiple peer review interactions throughout one semester of ENC 1101. Data collection for this inquiry included observations of three peer review sessions, retrospective interviews with each participant, and participants’ end of semester e-portfolios. Using conversation analysis as a lens (Black; Ford and Thompson; Kerschbaum), this project explores the extent to which peer interactions inform students' revision of their writing. The analysis of the data suggests that the amount of interruptions and control during peer interactions influences the amount of comments a student takes up in the revision process. The results of conversation analysis identify a power structure within peer interactions that are developed and constantly changing. Those power structures also show the relationship between social interaction and revision. Teachers can use this study to motivate students to use the comments given during peer review toward revising their papers. Also, with the development of more

diverse case studies, researchers would be able to identify if these phenomena show up more consistently.

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CHAPTER 1: INTRODUCTION

Scholarship on peer review has identified a number of strategies essential for productive interactions among peers. Based on close, careful, systematic observation of the interactions between peers reviewing one another's writing and interactions between teachers and peers, scholars have identified spontaneous talk and flexible environment (Danis; Dipardo and Freedman; Johnson, *The New Frontier*; Bruffee; Lam), positive rapport (Rish; Thompson; Wolfe), feedback and support (Barron; Covill; Flynn; Grimm; Lam; Yucel, Bird, Young, and Blanksby; Zhu), and reflection (Covill; Compton; Yucel, Bird, Young, and Blanksby) as central features of interactions that stand to generate better writing and, more importantly, better writers.

While this extensive body of research has revealed a great deal about what needs to change as students and teachers review student writing, scholarship on the impact of student interaction on students' writing has been slower to emerge. Researchers have worked intensely to capture what happens as students and often their teachers talk about their writing, but have tended to overlook questions about the extent to which such interactions result in better revisions or make students better writers. My research examines the extent to which peer interactions inform students' revision of their writing. In essence, I look at how, and in what ways, interactions between peers inform students' later revision of that writing. My research attempts to understand the dynamics of the interactions that animate peer review sessions and reveal how the resulting knowledge may be created and used.

Understanding students' uptake of the knowledge that results from peer interactions is

essential for a number of reasons. First, examining the uptake of the knowledge emerging from peer review interactions is important for understanding how to structure peer-review so that it has a positive effect on students' writing. Second, understanding the use of student comments helps students link peer-review with purposeful revision. Third, taking a look at both the interaction and the use of comments allows for teachers to create more student-centered peer review sessions.

Research Questions

This project addresses the following research questions:

- How do students demonstrate roles and hierarchies within peer review interaction?
- To what extent do students' self-determined roles and hierarchies and their resulting interaction inform participant revision

In the following sections of this thesis I first examine the limitations of peer review and collaborative learning research in a review of the relevant scholarship. In the next chapter, I also explain how the theory of conversation analysis assists in understanding the dynamics of socially created meaning within peer review interactions.

Review of Relevant Research

My thesis research is informed by and contributes to scholarship addressing the productive features of peer review. These features include: spontaneous talk and flexible

environment, positive rapport, feedback and support, and reflection. In the following section, I discuss these features as well as their contributions to my research project.

Productive Features of Peer Review Interaction: Spontaneous Talk and Flexible Environment

The first key feature in peer review interaction is spontaneous talk and flexible environment. Researchers (Dipardo and Freedman; Grimm; Johnson, *The Next Frontier*, “Friendly Persuasion”; Bruffee; Lam) identify a needed change toward effective student-centered collaboration. Researchers argue that teachers move away from the “teacher initiated and controlled response group toward encouraging spontaneous peer talk during the writing process” (Dipardo and Freedman 119). In “Peer Response Groups in the Writing Classroom: Theoretic Foundations and New Directions,” Anne Dipardo and Sarah Freedman note that too much teacher-facilitated peer response actually hinders students’ learning. Ricky Lam, in his article “A Peer Review Training Workshop: Coaching Students to Give and Evaluate Peer Feedback,” identifies peer review as a natural activity where students understand the benefits and consequences of their own decisions. He states that this is especially pertinent when students have been trained for peer review.

Dipardo and Freedman indicate that peer interaction is most effective when students are in “an environment that is flexible” (145). But, researchers do not believe that teachers should give free reign to the students. Student interaction is still facilitated by the teacher. Francine Danis, in her article “Keeping Peer-Response Groups on Track,” states that too little guidance for peer response can lead to “unremarkable conversations” that help students feel safe in normal communication (356). Instead, she urges that students practice observations of writing. Students

write down what they observe from a peer's paper in a free write. This allows for students to write what they think and then process their thinking before conversing about it. Specifically, when students listen to commonalities and differences it "contributes further to the interest of each session – and students who are interested in what happens in the classroom have an additional motive for improving their writing" (Danis 358). This understanding helps students talk collaboratively about effective strategies for revision and helps alleviate the need for students to converse about off task subjects.

Kenneth Bruffee, who argues in "Collaborative Learning and the 'Conversation of Mankind'" for collaborative learning activities to occur in the classroom, explores how teacher facilitated conversation helps student understanding of conceptual knowledge. The benefits of student centered learning include critical thinking and feedback, small group discussion, and development of greater and more concise knowledge (Bruffee). He urges the same move away from traditional lecture format of lessons as Dipardo and Freedman and Richard Johnson. Johnson, in his article "Friendly Persuasion: Quaker Pedagogy in a Composition Classroom," explains that student-centered learning is more beneficial than having a teacher controlled environment. When students are given the power to choose their own topics and the direction of the conversation, they become more confident in their abilities to negotiate meaning amongst themselves. This results in the application of more knowledge (Johnson, "Friendly Persuasion"). Johnson warns though in his article "Friendly Persuasion" that students should be scaffolded out of the teacher-centered classroom dynamic.

Though researchers agree that effective collaborative learning occurs in an environment

where the students are given “opportunities to solicit feedback from peers as well as from the teacher in support of one’s evolving, individual needs,” the dynamics and hierarchies that are displayed during peer review are less known (Dipardo and Freedman 145).

Productive Features of Peer Review Interaction: Positive Rapport

Another key feature in peer review is the rapport that is built within a peer review session. Ryan Rish, in his article “Researching Writing Events: Using Mediated Discourse Analysis to Explore How Students Write Together,” addresses the social dynamics during a writing event and how dynamics change based on context and student positions in the group’s social world. He argues that these changing social dynamics are key to understanding interaction and the interaction’s effect on student writing (18). In response, the conversation surrounding peer review includes student dynamics in collaborative writing activities. Teacher-facilitated student interactions are key to understanding peer review from both a teacher perspective and a student perspective. In Johnson’s article on the student-centered classroom, he argues that students should negotiate meaning from each other. Student-centered peer review helps the teacher and student create new dynamics, helps show students how to disagree with each other, helps evaluate effectiveness of writing, and helps negotiate a writer’s purpose. My research furthers these beneficial concepts by incorporating discussion of feedback as well as how that feedback is translated into the revision process.

Isabelle Thompson, in her article “Scaffolding in the Writing Center A Microanalysis of an Experienced Tutor’s Verbal and Nonverbal Tutoring Strategies,” examines gestural interactions among students. She finds that scaffolding instruction helps “motivate a student and

to increase her knowledge about how to revise her drafts” (48). Though her focus is in a writing center, the idea that hand gestures “convey meanings to listeners and build rapport” helps to identify aspects of interaction around a text (420). Joanna Wolfe discusses how gestures can help students use abstract and concrete knowledge. Her article titled “Scaffolding in the Writing Center: A Microanalysis of an Experienced Tutor’s Verbal and Nonverbal Tutoring Strategies” explains how gestures help students to alleviate stress while they plan or evaluate a document as a group (325). In doing so, Wolfe identifies that interactions (including speech and body language) help students use content more effectively. Movements, such as moving a pen absent-mindedly, may also indicate aspects of control in the interactional environment. This would change the amount of authority each student implicitly has and the amount of uptake of comments from different students. Students can also use these same interactions to understand peer review expectations, writing process, new meanings of content, purpose of discourse, and authority of being a writer. I will not be focusing on the gestures of the peer review interaction, but attending to the movements and gestures allows me to see how interaction between students is formed and how scaffolding can help students negotiate meaning. More research is needed in order to fully understand the discussion around a text and the use of that feedback in revisions.

Productive Features of Peer Review Interaction: Feedback and Support

A main feature of peer review research is that of feedback and support. Most research focuses its lens on the type of feedback given to students/peers or how that feedback is structured to be most effective. Few articles identify the relationship between students’ interactions and revision. Some have considered the relationship between teacher instruction and revision

(Covill), but do not show how the interaction affects the revision process. Researchers focus on what to do in order to gain more substantial feedback rather than how that feedback is being formed between the students. Elizabeth Flynn notes, in her publication “Re-Viewing Peer Review,” that peer review feedback tends to be limited without proper training. Flynn suggests that useful feedback is necessary for all students (first or second language learners) in order to enable critical thinking processes. Structured, quality feedback can be seen as a backbone to peer review. Flynn argues that students need to be taught to identify conceptual writing issues and content issues over sentence-level mistakes in a peer’s writing in order to revise their own writing to expand their own ideas.

As with Flynn, Ricky Lam argues for peer review training with second language learners and gives specific strategies to construct peer feedback. He also notes that constructing better feedback enables students to improve on their own writing by identifying differences between their own papers and the peers’ papers. Ana Dobao, in her article “Attention to Form in Collaborative Writing Tasks: Comparing Pair and Small Group Interaction,” pays attention to problem-solving tasks in collaborative learning and how these activities help second language learners. Collaborative learning encourages students to problem solve in class and to answer issues that may arise in their own lives. The effect of Dobao’s study shows that learners do better in pairs and small groups to create meaning. Cilla Dowse and Wilhelm van Rensburg, in their article, “A Hundred Times We Learned From One Another,” explores how “collaborative learning in an academic writing workshop” emphasizes the use of feedback to help second language learners work on clarity and development of writing. By talking out loud and

explaining feedback to another person, the students are able to understand new meaning from content. Gillian Wigglesworth and Neomy Storch, in their article “What Role for Collaboration in Writing and Writing Feedback,” discuss the advantages of working with pairs in collaborative learning atmospheres. Working in pairs enables students to clarify each other’s points and fully understand the task at hand. But, even when the focus is on writing skills, Wigglesworth and Storch base this on the use of instant oral feedback. Wigglesworth and Storch’s study is missing how feedback and discussion impact the revision process.

Researchers argue that students need strict guidance on how to give feedback and use said feedback (Barron; Danis; Dobao; Grimm; Wigglesworth & Storch; Dowse & Rensburg; Johnson, *The Next Frontier*; Flynn; Zhu). Students need to be guided by the teacher in order to help students give the kinds of feedback the teacher expects (Rish). Ronald Barron, in his article “What I Wish I Knew About Peer-Review Groups But Didn’t,” and Wei Zhu, in his article “Effects of Training for Peer Response on Students’ Comments and Interaction,” agree that proper peer review training results in better quality feedback and more engaging discussions amongst students. This type of training involves a focus on global errors over localized errors during the first stage of peer response. A global error is defined as an error with paper structure, claims, arguments, and/or effectiveness of the paper. A local error is defined as is smaller scale and includes issues in grammar, punctuation, and/or syntax. These thoughts stem from Dipardo and Freedman’s urge to change peer response facilitation. Based on Dipardo and Freedman’s research, teachers seem to feel that students are unable to fulfill the teacher expectations of feedback because teachers want students to give the same feedback to peers as teachers give to

their students. It seems that teachers are looking for students to have a teacher's critical perspective of a peer's writing and understand all the areas a writer may need to improve upon. To remedy this, Richard Johnson argues in his book *The Next Frontier of the Student-Centered Classroom* for better negotiation between teacher and student in the classroom instead of teacher prompting, where teachers try to pull information out of students' minds by asking questions and linking materials.

Ronald Barron, in his article "What I Wish I had Known about Peer-Response Groups but Didn't," describes how teaching and practicing peer response on a model assignment is one way that students can increase their confidence in writing papers and evaluating writing. He lists many different ways to help create effective peer-response groups through tools such as modeling with sample comments, creating purpose, practice on a teacher's draft, building rapport through grouping, multiple peer response sessions, and building an atmosphere where students know that they can complete the work well. Each of these strategies helped his class become more confident writers. By implementing these strategies, such as teaching expectations for peer response and practice on teacher written samples, students were able to understand the purpose of peer review and receive more influential feedback. Barron, unlike the aforementioned counterparts on the subject, does incorporate both global and local issues in his peer response groups. He organizes his peer response so that the first meeting examines global issues and the second breaks down local issues. Interestingly, Barron also notes that his experience has "convinced [him] that usually when students are not on task in their groups, it is because they do not know what to do or they do not understand why the task is important, or a combination of

those two reasons” (24). This may help understand how the discourse in the peer review sessions I observed move through different topics of conversation.

In “Improving Students’ Responses to their Peers’ Essays,” Nancy Grimm describes a different method of using writing groups. She agrees with Barron in that modeling is necessary and that writing groups should happen over two different sessions. The guidance that she suggests is to demonstrate specifically what is expected of students during writing groups beforehand, model this during conferences, and hold students to those expectations during group sessions. She points out that students need to work toward collaboration and avoid one person taking over the discussion of peer response. Peer response happens during homework time which means that class time is taken up with discourse about those comments. The result is that “when one student picks up on another’s comment and extends it further, she is heightening the credibility of peer response, deepening the group’s understanding of what is often undeveloped, and also insuring that one student doesn’t dominate the discussion...[this] helps students narrow the focus of discussion” (93). Ultimately, the use of modeling discussions, training, expressing expectations increases understanding of different things that may influence the peer review sessions I have observed.

Understanding the purpose of a peer review event may also be helpful in understanding the effectiveness of student comments. If students do not understand parts of the rhetorical situation for a peer review session or an assignment, they may end up becoming lost in what to do next. Dipardo and Freedman note that the rhetorical situation (which includes exigence/motivation, rhetor/person responsible for discourse, audience, and constraints to create

purposeful writing) is of the utmost importance when constructing or revising a piece of work. Dipardo and Freedman note that “[p]eer groups provide one way to make audience needs concrete and to help writers who otherwise might not focus on those needs to do so” (124). The use of these peer groups helps students decipher the rhetorical situation and develop better writing skills.

Productive Features of Peer Review Interaction: Reflection

Researchers have also identified reflection as a key component of peer review. Each of the following researchers identifies a different type of reflection essential to the revision process. Robyn Yucel, Fiona Bird, Jodie Young, and Tania Blanksby, in their article “The Road to Self-Assessment: Exemplar Marking Before Peer Review Develops First-Year Students’ Capacity to Judge the Quality of a Scientific Report,” use exemplar texts to show how students learn explicit and tacit knowledge and are able to apply that knowledge to their own writing. Students are able to take their evaluation of an exemplar text and in turn evaluate their own works. Specifically, the researchers identified “the central importance of including discussion of exemplars in the student’s’ assessment programme” (982). Their specific program is called the Developing Understanding of Assessment for Learning programme. In the article “Speaking of Speech with the Disciplines: Collaborative Discussions about Collaborative Speech,” Josh Compton also notes that the way students speak tells instructors how students learn. He states that students learn more when they speak about a topic instead of working individually. The speaking aspect of a project allows students to reflect and negotiate what they are learning and thus expand on their knowledge base. In addition, Amy Covill examines three types of peer review (formal peer

review, informal peer review, self review) in her article “Comparing Peer Review and Self-Review as Ways to Improve College Students’ Writing” in order to see which was most effective in improvement of overall writing. Though she has not found that formal peer review instruction improves the quality of student writing more than no formal peer review, she does find that formal peer review impacts when students revise. Students tend to revise earlier and have more time to reflect on their own work because they have to submit a draft before the final due date for peer review. Covill’s study is closest to my research as it connects peer review and revision.

Each of these articles contributes to the overall understanding of peer review and collaborative learning. Even though they are each missing an integral part of what my research seeks to learn, they are invaluable to understand the conversation that impacts this research project. Research shows that students work better in peer review sessions when they are given the opportunity to talk, are given support and useful feedback, and are given the opportunity for reflection. Research focused on whether these factors result in effective revision of students writing, however, has been much slower to emerge.

My study seeks to connect peers’ interactions and the extent to which students use those interactions as they revise. In essence, my research explores how, and in what ways, interactions and social dynamics between peers inform students' later revision of that writing.

In the next chapter, I describe my data collection methods and my methods of analysis. I explain my research participants, sites, and data collection. My data collection methods include following a group of ENC 1101 students across the course of a semester during peer review sessions. I analyze their conversations, their retrospective interviews, and their e-portfolio

documents. My method of analysis is grounded in conversation analysis of peer review sessions and text analysis of the e-portfolio documents. In chapters 3-4, I present my findings of the peer session interactions via two case studies. Chapter 5 offers a discussion of the data and how it answers my research questions about how interaction and the use of comments allows for teachers to create more student-centered peer review sessions.

CHAPTER 2: THEORY AND METHODS

Theoretical Lens

My thesis examines how discussion helps understanding and revision of texts within the contexts associated with peer review. It also identifies if and how dynamics among peers change over time due to these consistent interactions. Conversation analysis is a helpful method for understanding the interactions that occur during peer review because it attends to how patterns of talk reveal the dynamics among people working in a group, especially focusing on how they make and negotiate meaning. Conversation analysis is the detailed, systematic explanation of spoken interaction between people by breaking down their speech into smaller segments in order to understand how their conversations work. This type of analysis helps frame understanding of peer review dynamics and how meaning is negotiated within peer review sessions. Conversation analysis will allow me to understand if and how students use the discussion comments made during interactions to change their own writing. A comment offered by a peer, for example, might inform the subsequent revisions another student in the group makes. Or, that comment might shape the changes that student makes in her own writing. Specifically for my uses, conversation analysis illuminates the link between discussion and text on a student level. The

close study of student writing is paramount to understanding how students are interacting, reflecting, and shaping peer review dynamics. Conversation analysis allows me to visualize how a student frames an interaction and how that frame affects the resulting amount and quality of feedback given. A thematic analysis would not allow for such an in depth view of the conversation's structure and its implications. By understanding how students use discussion comments, I can then determine more effective means of creating student-centered peer review sessions.

Ellen Barton, in her chapter entitled "Linguistic Discourse Analysis: How the Language in Texts Works," gives a detailed explanation of discourse analysis and then adds to the field's basic concepts in order to include a specific method called rich feature analysis. She states that structure (or "unit of language") and function ("use of language for a particular purpose") are at the core of linguistic discourse analysis (58). A unit of language includes anything from a syllable to a word, to an entire sentence depending on what is being measured. The function though is how that unit of language is used in a certain context. For example, using a colloquial language over formal vocabulary due to the social implications of the situation. Overall, she explains how rich feature analysis "identifies a rich feature or a set of related rich features; defines the feature(s) linguistically by focusing on structure, function, or both; ...and explains how the resulting discourse analysis is interesting for the field of composition theory and pedagogy" (75). The two features allow researchers to understand individual units of language as well as the purpose for the interaction (Barton 58). One type of discourse analysis that Barton outlines in her chapter is interactive sociolinguistics. This is a type of conversation analysis that

focuses on language use within a specified group. Discourse analysis using Thomas Huckin's model proceeds using the following steps: select initial corpus, identify patterns, determine "interestingness," select study corpus, verify pattern through coding, and develop a functional rhetorical analysis (Barton 66). To find patterns researchers use either top-down (starting with theory and finding patterns within that theory) or bottom-up (starting with the data to support a claim) analysis. I use the bottom up method, using the data to find and support a claim.

Stephanie Kerschbaum, in her monograph, *Toward a New Rhetoric of Difference*, looks at the difference between students and how that difference shows up in group settings such as peer review in First Year Composition (FYC) classroom settings. She specifically follows a graduate teaching assistant's FYC students. Kerschbaum observes peer review sessions as well as talk within the classroom and interviews to help understand her topic in full. Kerschbaum defines difference as the characteristic uniqueness between students. For instance, Kerschbaum reflects on her deafness and how it impacted her interactions with other people. Though Kerschbaum focuses on difference between students over the dynamics of peer review in the classroom, she uses conversation analysis of peer review sessions just as I have in my research. She looks at how difference occurs among students in a session instead of the content students cover during peer review. But in her case, she wants to know "how selves and others move together in a shared social space" instead of the categories associated with a self and otherness to describe differences between students (58). As such, this is similar to my motivation as I am trying to understand the peer review dynamics. I am interested in understanding peer review dynamics in order to understand effective uses of peer review that benefit the revision process of

student writing. Student dynamics are key to creating groups, facilitating discussions, and active use of feedback. Due to such similarities in our projects, I use Kerschbaum's study to help inform my own research.

Essentially, Kerschbaum describes that conversation happens only within a moment. She notes that every interaction has its own individual context that can change from moment to moment. Conversation moves and adapts with each interaction and opens a space for participants to negotiate meaning. These types of situational moments coincide with Erving Goffman's understanding of microanalysis in his Presidential Address to the American Sociological Association, "The Interaction Order." Goffman offers to open the conversation about interaction order or "a domain whose preferred method of study is microanalysis" (2). He makes a point to note that interaction order needs to be its own topic of study because it allows for a space to understand relationships, social situations, society, and history. He, like Kerschbaum, argues that interaction is socially situated. Through multiple examples he analyzes the types of interaction that can happen within a situation as either categoric, "involving placing that other in one or more social categories," or individual, "whereby the subject under observation is locked to a uniquely distinguishing identity through appearance, tone of voice, mention of name or other person-differentiating device" (3). There are multiple stages of the interaction order but overall, he states that interaction is in direct relation to the type of contact (or format where interaction is happening) that occurs. In other words, all people will normally follow through with social rituals when confronting a contact zone. The situation determines the individual interaction.

By understanding one type of interaction, I can apply this understanding of individual

context to future interactions of peer review sessions and hopefully help teachers create more purposeful peer review for students.

Methods:

Sites

I focused on one section of ENC 1101 at the University of Central Florida taught during the Spring 2016 semester which used a Writing About Writing curriculum. The Writing about Writing curriculum had students understand Writing Studies as its own discipline and the foundational material that goes with that. The course was mixed mode and was taught by Matthew Bryan. Mixed-mode classes met face to face once a week for an hour and fifteen minutes. Then, the other half of the class was completed in an online course segment (discussion posts, lecture modules, quizzes, etc). Mr. Bryan's class met on Tuesdays from 10:30 am – 11:45 am in the Psychology Building. I went into his class early in the semester in order to explain my project and ask for volunteers. Once I had secured three random volunteers to participate in this research, I began to study the volunteers' peer review interactions. A fourth participant joined the group on the second peer review day. Then, on the peer review day, I determined the context of each peer review session by observing the entire class before and after each peer review session. Once all of the participants consented to my observing and recording them, we moved to a quieter space so that I was able to take notes on observations and record their conversations. Tables outside of the classroom were used for this quieter space. If a student did not wish to be audio recorded and interviewed, then they were not be allowed to participate in the study.

Participants

Through random selection, I identified four female students enrolled in a section of ENC 1101 that I followed through peer review sessions for three assignments. My four participants were Megan J., Gabby, Meghan H. (here after known as Hannah for help with clarification), and Katherine. All students identified themselves as freshmen at UCF. Three of the girls, Megan, Hanna, and Gabby, participated in sororities on campus. Megan and Hannah seemed to know each other through their sorority, while the other two were randomly assigned to the group. Megan and Gabby were the most talkative and were used as the two case studies.

I did not receive a retrospective interview from one student, Katherine, and had to eliminate her from the case study options. She did not speak much during all of the peer review sessions, but I used her minimal speech to determine power structures and uptake of comments while looking at the chosen case studies. The last participant, Hannah, completed the retrospective interview but did not have much work shown in each of the peer review sessions. Many times, her papers were vastly incomplete at the time of the peer review session. As such, it was difficult to see what improvements she made based solely on the peer review because there was not much advice to give other than to complete the paper. I used the advice that she gave other participants in the two chosen case studies.

Peer review occurred before each major assignment was due. The participants created a group before I randomly selected this group of students on the first day of peer review. The random selection was based on them being the closest to where I had been able to sit at the beginning of class. The students were required to understand the terms of the research and

consent to be audio recorded and observed multiple times in order to be allowed in data collection for this project. By following the same group for each of the peer review sessions, I was able to further understand how peer review groups worked. As there was a possibility of a student being absent during one of the peer review sessions, the change in amount of participants allowed me to see if there was a change in relationships or dynamics in this new interaction.

Data Collection

I collected the following types of data to understand the dynamics of peer review and the effects of peer review sessions on writing revisions during the course:

- Audio Recordings of three peer review sessions
- Compiled notes of peer review session observations
- Brief written interviews from each participant after each peer review session
- Retrospective interview where students describe their writing and revision processes
- Process Work submitted to each participant's e-portfolio (first draft before peer review, final draft after peer review, and reflection of assignment)

The three peer review sessions that I observed and audio recorded followed the same students through one semester in order to show a possible change the dynamics of the peer review sessions over time and see why this change does or does not occur. I was not able to receive data on the fourth major assignment because half of the group did not show up for the last peer review session. The remaining students decided to ask the people around them for help instead. The bulk of my research examined how students interact with each other within the context of each peer review session. Peer review sessions helped the participants further understand their own

writings and apply that new meaning to their own revisions based on feedback and discussion. As such, I attended to the talk surrounding previously drafted major assignments. Specifically, I completed a textual analysis of the workshop drafts and how that changed after peer review to become the initial submission. My textual analysis was used to identify the exact changes that were made between drafts. Then, if this was not changed, I explored the revision draft to see if different suggestions made it into the next revision. This helped with understanding what came out of each student interaction.

For future reference the terms for each draft and their definitions are listed below:

- Workshop Draft: Draft submitted for peer review session. Many times, the workshop draft is a first draft of the assignment.
- Initial Draft: Draft submitted a week after the peer review takes place. This draft goes directly to the professor for a grade.
- Revision Draft: If a student chooses, she can use the professor's comments on the initial draft to revise and reflect on her writing for a new grade. This draft is due by the e-portfolio due date at the end of the semester and results in a new grade on the assignment. Students are required to make comments on what they changed and why in order to submit for a new grade.

Method of Analysis

The following questions guided my analysis of the data forward:

- In what ways did peer response talk inform revision decisions?

- How did a student use a comment that she made toward someone else's paper?
- In what ways did the student use other resources to make such a change?

Stephanie Kerschbaum and Laurel Black use conversation analysis as a method to explore student interaction. Black, in *Between Talk and Teaching*, uses analysis of multiple transcripts to notice patterns of talk and associations of power between teachers and students. These power relations stem from gender, diversity, or hierarchy of classroom roles. Black defines many patterns of talk in order to see what relationships and interactions are happening within teacher conferences. The discourse markers defined in Black's monograph help me understand the type of conversations that are happening as well as why they happen in a particular way. I use these same discourse markers to apply to the transcripts I collect from multiple peer review sessions.

In the third chapter of *In Interaction and Grammar*, Celia Ford and Sandra Thompson follow turn taking in spontaneous conversation. This is similar to my observations of peer review groups and gives an overview of the different syntactic (sentence structure to understand when there will be an opening to speak), intonational (the speaker's change in pitch to show that there will need to be an answer), and pragmatic (logical knowledge of conversation to decide when an opening will occur) signals of turn taking. After observing two twenty minute, multi-person conversations, Ford and Thompson found that "[n]ot only do [these three types] cluster at points where transition is relevant, but we suggest that these phenomena provide hearers with resources for projecting in advance the upcoming occurrence (or non-occurrence) of such points" (171). I use this information in order to understand the use of backchanneling, interruption, and turn

taking within my conversation analysis (terms explained on page 25).

People move through different contact zones or situational way stations, each of which has different expectations that need to be met. For instance, a student in a classroom will need to take on the expectations from the teacher of being a diligent listener while one in a peer review session needs to take on the expectations from peers about tone, constructive criticism, listening, and suggesting. This “movement through different spaces,” from Kerschbaum relates to the changing dynamics of peer review (81).

I explore how the interaction during per review influences future revision. Once I looked for phenomena within various close vertical transcriptions, I then looked to see what implications these patterns had on the students’ produced texts. I looked for correlations between the conversation, assignments, and writing samples among two case studies. I looked through the retrospective interviews (see below) to determine which two participants I would use for my two case studies. These two students needed to show a well-rounded idea of my research project as a whole. As such, I picked two varying students. One, Gabby, who had not been there for the first peer review session but used different methods of receiving feedback and one, Megan, who had been to each of the peer review sessions and had completed her e-portfolio in full.

Three out of the four students (Megan, Gabby, Hannah) completed a retrospective interview about their revision process and all of them created a reflection about their revisions and the writing process for each assignment seen in a digital e-portfolio. From the retrospective interview, I was able to create a baseline for how much each student perceives her use of the peer review comments in her own revisions. I used that baseline to understand why any changes from

the text analysis have been made in the paper between the workshop draft and the initial submission. I could then see if the peer review comments were seen as valuable, based on the amount of implementation between drafts, to each student or if the comments were less useful than other resources available.

As such, I started my analysis with the retrospective interviews. I specifically noted where students said they had changed their papers and the feedback they gave on peer review sessions. This lead me to understand where I needed to focus when completing the textual analysis of their e-portfolio drafts as well as where to focus in the peer review session transcriptions.

I used close vertical transcriptions to show the conversation as it moves from one person to the next. Each person receives their own line of speech. In other words, when a new person speaks, the transcription moves down another line to make space for the new speaker. This way there is no confusion about who is talking. Spaces are included when another person decides to jump in and overlap shows when two lines converge at the same time. The example below shows how this would look for three different speakers talking. When two lines overlap, it means that two people were talking at the same time. When the lower line speaks within a space of the above line, it means that the first person paused and the second person filled said pause.

33 M: Maybe umm go back to some of these a little
 34 G: Right here.
 35 M: bit more and like ref Yea Or something like that
 36 G: the authors Mhmm like reference to an author
 37 H: yea like |
 38 K: mhmm
 39 G: That's what I thought
 40 K: I like how she uses those for something
 41 G: mhmm Okay I can do that.
 42 H: Maybe elaborate more on like
 43 the whole religion, jewish thing because that kinda stood out for me
 44 G: mhmm
 45 H: and like elaborate

I chose vertical transcription over horizontal transcription because vertical transcriptions allows for readers to see the main channel and backchannel as well as whenever an overlap or a speaker change occurs. Much of this study shows interruptions and overlaps, vertical transcription helps to identify exactly where these power struggles are occurring. When looking through the vertical transcriptions of the peer review sessions, I looked for patterns of power among the different peer review transcriptions. Power showed when students compete for the main channel. This enabled me to understand the hierarchy and dynamics of that particular interaction. Specifically, the power dynamics illuminate my first research question about hierarchies and social dynamics by indicating which peer reviewers see themselves as the leader and guides the discussion toward her needs. Some examples of markers that I decoded after my vertical transcriptions were complete include:

- Time in the Main Channel - the person holding the conversation.
- Backchanneling - secondary line of conversation that usually pushes the conversation forward instead of adding to the conversation. It normally confirms or agrees with what was said in the main channel. Examples: "mhmm," "yea," "okay"

- Interruption/overlap - two people speaking at once.
- Turn Taking/Speaker Change - When the person in the back channel moves to the main channel. The change may be made in a pause or may be taken from the person holding the main channel. Words such as “so” can indicate a person trying to keep or change the channel.
- Hedging - when a person tries to say something nice but also give criticism. Example: “maybe.”
- Directive Speech - talk that is affirmative or direct in its approach. It does not move around the main idea but instead is very clear and succinct. For example, “do this,” or “I will do that.”

After I determined the dynamics for each situation, I examined the comments made during the peer review session of one student’s draft (in conjunction with what was pointed out in the retrospective interview) and then looked for any changes to the draft about that item by using digital e-portfolio samples and a textual analysis of those documents. I read through the initial draft and looked for a specified selection of revision the students talked about before I compared it to how the student changed that particular area in a polished draft.

From this method of analysis, I was able to bring together the varying data into two case studies. The case studies combined different aspects of peer review in order to show the uptake of comments for each participant as well as how the peer review session (or other resources) affected the uptake of those comments. I include other resources in order to create a full image of what is going on in the context of the situation. Even though I will not be delving into the other

sources that are used, knowing what the students preferred as their resources helps me understand how important peer review is and any other variables that may be influencing the conversation and uptake of comments. In the next two chapters, I will explain the results of my research project in the way of two case studies. The next chapter will follow Gabby's work with peer review and revision. Chapter 4 will cover the peer review comments, revision, and uptake of Megan's work.

CHAPTER 3: CASE STUDY OF GABBY

Introduction to Gabby

Gabby is in her third semester at UCF and considers herself a freshman. She is a part of a sorority at UCF and is interested in physical therapy. She is very open about her writing process and is very upbeat and always there to help and add suggestions to the peer review sessions. She made use of all of her resources such as the professor, the Writing Center, and her classmates. She asked questions often about her own writing process as well as asked questions about other students' papers for clarification. She became a part of the peer review group during the second peer review session for the class. As such, she did not have any transcription information from Major Project 1. But, after missing the first peer review session, she came to all others including the lightning round peer review on the last day of class. She completed the retrospective interview at the same time as the others, and completed a workshop draft, initial draft, and revision draft for each of the three major assignments I collected (definitions of drafts on page 21).

In this chapter, I follow Gabby through the three major projects she completed for her ENC 1101 course. Within each of these projects, I focus on the resources that she used, the peer

review transcriptions, and the revisions made. In my discussion of the resources Gabby employed, I explain any outside suggestions she used to change her paper (professor, peer review, or writing center). In the peer review interactions section, I describe the close vertical transcription with discourse markers to see how her speaking determined both dynamics and uptake of comments. In discussing the revisions Gabby made, I detail the actual uptake of comments and revisions made from one draft to another. Each of these factors creates a focused data set that describes how her peer review interactions shape the revisions that she made for each of the major projects.

Major Project 1

Major Project 1 asked students to create a literacy narrative. Students focused on the rhetorical situation in order to understand the contexts in which they have been writing throughout their lives. They were invited to write a personal essay that looked through their writing lives and forwarded an argument for how their writing process had shifted over time. Students focused on specific events and stories in their lives to support their arguments as well as link back to the course curriculum. For their work on this project, students read multiple articles about the rhetorical situation in the *Writing about Writing* textbook. For example, students were required to read “Tracing Trajectories of Practice: Repurposing in One Student’s Developing Disciplinary Writing Processes” by Kevin Roozen and “Rhetoric: How Is Meaning Constructed in Context?” by Andrew Cline. For this assignment, students were given deadlines that required them to turn in a workshop draft for peer review five days before the initial submission was due

to the professor. Some of the guidelines for the paper included: synthesizing and responding to two texts from the course, creating an argument that included the rhetorical situation, supporting this argument with personal evidence, and reflecting on learning. Students were not given a word count limit or minimum or a page length requirement. But, they were given the opportunity to submit a revised version if they did not like the score given on the initial submission. The revision draft was due at the end of the semester with their e-portfolio submission.

Resources Used

Due to not coming to the first peer review session with her workshop draft, Gabby instead met with Professor Bryan to talk about her need for improvements. She also noted in her retrospective interview that she “used the textbook, [she] reflected on [her] past experiences, and [she] even looked at pictures.” But, even with these resources listed, her differing drafts showed that most of her revisions were motivated by the professor’s comments. For this process, she began by going through her workshop draft line by line and paragraph by paragraph in order to create a checklist. The list of changes paid particular attention to on areas the professor mentioned as needing improvements. Her main conclusion was that she needed to add more detail to her drafts.

Peer Review and Transcription

Because Gabby did not participate in the first peer review session, there is no data on her transcription and response during the group. She did describe in her retrospective interview, however, that because she was not in peer review she “had no clue what was going on. I tried to

give details without being too wordy because I know when it comes to talking about myself I tend to be repetitive and get wordy.” I looked for the wordiness she speaks of here in her following major project assignments and peer review sessions. Even though she was not in the first peer review session, the lack of peer review data allowed me to see the difference in hierarchical structure when she did come in during the second major assignment’s peer review session.

Revisions Made

Even with the timely revision process Gabby described in the retrospective interview, she only changed the first page of her six-page workshop draft. She added a title, turned a long paragraph into a bulleted list (a suggestion from the professor), and took out one sentence that interrupted the flow of her paper. She also moved a sentence that introduces Keith Grant-Davie to become the head of a new paragraph in the initial draft. The rest of the paper remained the same. Then, in the revision draft (completed after a grade is released on the initial submission), she made changes based on the verbosity of her language. She condensed, deleted, and added transitions to her work before re-submitting it to the professor for a new grade. Gabby added a transition to page 4 of her document, “Gaining an experience of writing about myself really helped with the audition of the U.S. Army All-American Marching Band.” She stated that she made this change in order to “Transition from writing about myself to how I used writing about myself to the marching band audition.” After this addition she focused her revisions to adding more transitions and condensing her sentences on page 5 of her paper. Her reflection on Major Project 1 described what she completed in the revision draft, but not the previous changes from

workshop draft to initial draft. As Gabby wrote in her reflection,

I tried to use the 5 paragraph technique but obviously that didn't work out too well so I split the huge paragraphs into smaller ones to try and organize the essay a little more. I also saw that my transitions were very poor so I tried to fix those and while doing that, I felt that my ideas would be able to flow from one idea to the next and give the essay a smoother tone. I went through the middle of the paragraphs and tried to delete and reword some of my sentences because they just seemed so wordy and repetitive and I am trying to avoid that.

Gabby's comments here suggest that she was aware of the changes that she needed to make and used the professor's comments to find a place to start.

Overview

For Gabby, Major Project 1 became an introduction to teacher expectations and the professor comments. She based her minimal revisions on the comments given to her by the professor and used this information in her subsequent papers.

Major Project 2

Major Project 2 had students talk about writing in a specific discourse community. They interviewed someone within a chosen field of study and used that interview to create a profile of that person's writing in the field. Using more texts from the *Writing about Writing* textbook, students were asked to link their writing back to course content. The students read "Sponsors of

Literacy” by Deborah Brandt, “Intertextuality and the Discourse Community” by James Porter as well as other articles from the *Writing about Writing* textbook. Students were encouraged to remember the situation in which they are writing and how that situation changes. By using a variety of techniques such as interview, text analysis, and observation, students created the profile of a writer. Students were instructed to write as if they were submitting to Stylus: A Journal of First Year Writing, Stylus is a publication for first year student writing at UCF. They were also given guidelines to construct their papers. Students chose their person to profile based on what they understood about being a writer. Then they incorporated the following into that profile: background information about chosen person, texts from the class to help analyze the person being interviewed, specific quotes or artifacts from the interview or observation as evidence, and show the implications of what students’ found while writing this profile. This time, writers were given a general guideline on page length of five to eight pages of double spaced writing.

Students were required to turn in a workshop draft for peer review five days before the initial submission was due to the professor. The professor graded based on quality over quantity. Professor Bryan graded for quality of research and how it was integrated into the paper, thoughtfulness of analysis, audience-appropriate writing, and organization. If the student did not want to keep the grade given on the initial draft, she could choose to submit a revision draft of the initial submission by the end of the semester for a new grade. The revision was submitted within the e-portfolio.

Resources Used

For Major Project 2, Gabby used suggestions from the peer review group and followed the same revision process as she did in the first major project. Gabby made more changes on her drafts for this project than she did the previous and stated in the retrospective interview that she went to see the professor again as well as the Writing Center. She decided to go to the Writing Center after the initial draft because this major project was her “lowest grade due to no development in using the discourse community example in this project.” After going to the Writing Center, she made major changes in her revision from initial draft to her re-submission to the professor.

Peer Review and Transcription

The second peer review session occurred during class time on March 1st, five days before the initial submission was due. The peer review session of the Major Project 2 workshop draft lasted thirty-six minutes. Students were given 45 minutes to complete the peer review, but these participants only used thirty-six of those minutes to talk about each other’s papers. The rest of the time they worked together to find items in the textbook and reflected on what they did that day.

The largest indicator in the second peer review session of the workshop draft is Gabby’s numerous interruptions and use of directive speech. She frequently adds on to another person’s speech during a moment of pause, fills silences with questions and assertions of what she needed to do, and controls the main channel during the reflection on her paper. During other sessions, the person’s whose paper is being reviewed usually takes on more of a listener role. Gabby is

much more assertive in eliciting feedback about her draft. Two of the students in the group, Katherine and Hannah, take on a passive role during the peer review of Gabby's paper. The passive role is seen below, in the portion of the transcript from Gabby's peer review session for Major Project 2, when Hannah apologizes after Gabby asks if they are done reading and both Katherine and Hannah keep to "mhmm" and "yea" back channel markers in order to confirm/forward what Megan and Gabby are talking about. Below is a transcript from Gabby's peer review session of Major Project 2:

16. through the interview and things like that
17 G: Uh huh Anything you didn't like?
18 H: Mhmm
19 M: I gotta think (3s)
20 G: Anything I can improve... (3s)
21 M: I really liked the way that it was written. It was just like the
22 other ones that we read, the examples that he gave us. It really flowed very well.
23 G: Right.
24 K: (barely audible)Really good.
25 H: I'm just trying to give you something to work with you know? Something to
26 G: Yea.
27 M and K: Yea. Yea. (laughter)
28 G: Yea. I know there is
29 something. There has to be something.
30 H: Yea exactly. So. That's what I'm
31 thinking about. Umm
32 G: I'll take anything. (5s)

The transcript shows Gabby using syntactic pauses to take control of the conversation. She does this in line 19 when there is a three second pause after the end of a sentence. The pause opens up for Gabby to ask "Anything I can improve..." She drifts off to wait for a reply, but by doing this, it rushes the other participants to give an answer even if it is not fully thought out yet.

After Megan responds, Gabby continues to be a part of the conversation the moment a syntactic opening arises (line 23). Hannah ends up addressing the issue by stating that she is trying to find something, but is cut off in her sentence by other participants showing their agreement while she speaks.

Gabby also repeatedly works to invite comments from her peers. She asks a question in line 17 to bring others into the conversation and then opens up that she would like more comments in lines 20, 28, and 32 by insinuating that there has to be something that needs to be changed. By doing this, she guides the conversation and makes sure that it does not stagnate. She remains direct in her phrases so that she can receive the amount of feedback she thinks is necessary. Gabby facilitates less wait time by not allowing others to fully formulate a helpful thought to her multiple questions. This creates less quality feedback, which reaffirms Gabby's idea that peer review is less helpful.

As for the uptake of comments, Gabby is given three suggestions during the four minute peer review. She is told to reference the author, elaborate on the writer's influence of Judaism, and to keep the flow the way it is. The following excerpt shows the speech patterns for the uptake of these comments:

33 M: Maybe umm go back to some of these a little
34 G: Right here.
35 M: bit more and like ref Yea Or something like that
36 G: the authors Mhmm like reference to an author
37 H: yea like
38 K: mhmm
39 G: That's what I thought
40 K: I like how she uses those for something
41 G: mhmm Okay I can do that.

42 H: Maybe elaborate more on like
 43 the whole religion, jewish thing because that kinda stood out for me
 44 G: mhmm
 45 H: and like elaborate
 46 yea
 47 G: how this influenced her and her writing okay. (2s) I can do that Anything else?
 (14s)
 48 H: Is there anything that you're kinda like on the edge about anything
 49 G: I mean I knew I knew I had to
 50 reference like at least one author because I knew that wasn't in there but that's what I
 51 M: Yea
 52 G: thought. I don't know if its choppy to me? If it sounded a little choppy.
 53 M: I didn't think it
 54 sounded choppy.
 55 G: No? Okay. Cuz usually when I write an essay that's what people say. So
 56 M: Yea.
 57 G: I'm glad

Gabby still uses the majority of the talk time for this session and controls the main channel. She also includes quite a few overlaps, interruptions, and back channels. For instance, in lines 33-36 Gabby overlaps with what Megan is trying to say and ends up finishing Megan's sentence for her. She takes over the speaker role once again. She then finishes this with "That's what I thought" in line 39 and reassures the group that she already knew what she was doing. This show of power may be the reason that the other participants speak less during the session. Her power in the peer review illuminates a self-fulfilling prophecy where she creates a specific situation to receive the response that she already anticipates. After Gabby finishes Megan's sentence, Megan does not speak again until line 51 and it is only in approval to move the conversation forward. But with the affirmative "Okay I can do that" in line 41, it shows the uptake of the comment given. In the revision from workshop draft to initial draft, Gabby adds four sentences to explain the discourse community with a reference to the *Writing about Writing*

textbook. Instead of transitioning from “I could relate to how religion plays a huge role in her daily life” directly into Talya’s family and the support she was given, Gabby includes the below sentences in order to expand on the claim she had just made.

When this topic came up, I immediately thought about discourse communities and how religion plays a part in its role. From the book Writing about Writing, John Swales definition of discourse communities is “made up of individuals who share ‘a broadly agreed upon set of common goals’”. I found this term to tie greatly to religion because it is a group of people who share a common interest and follow the same rules. I see Judaism as a great example of a discourse community because it represents a group of people who share a common interest and the same ideas.

In her revision draft, Gabby condensed the last sentence and deleted portions of this section so that it was not as verbose.

The second suggestion comes from Hannah. She suggests that Gabby “elaborate more on like the whole religion, Jewish thing” in lines 42-47. During that segment Gabby rephrases what Hannah has stated by saying “like elaborate how this influenced her and her writing” before asking if there is any more for her to change. Again, she confirms the uptake of this comment by stating “I can do that” (line 47). These confirmations show the two comments that she was able to add to her initial draft. She also condenses the two suggestions and adds them into the initial draft in the same section. In her retrospective interview she notes that she “had to go back and ask about more details between the drafts. My initial submission has more details.” These details

come directly from the peer review comments. Then, she revises more in the revision draft (after initial submission) expanding on the second suggestion (elaborate), negating the third suggestion (flow), and changed the writing based on professor's and Writing Center tutor's comments.

The third suggestion was that Gabby does not have a flow problem and does not need to worry about this issue. A flow problem can be defined as the use of transitions and varying types of sentences to create writing that moves from one topic to the next. Gabby is not sure of this suggestion as noted in lines 50-57. Her hesitation to believe the suggestion leads to her ignoring the comment. She then comments in her Major Project 2 Reflection that she "tried to make the transitions from one paragraph to the next a little smoother and I tried to lead my sentences into the quotes a little smoother." The evidence shows that there was no uptake of this suggestion. She does not use the same cue to show the uptake of comments as she does with the previous two suggestions. In this section, she simply agreed in a back channel with "okay" and "mhmm" instead of her usual directive language signaling that she will not be using their comment to avoid changing. The interaction created in these lines is not ideal for Gabby to take stock in what is being suggested. Gabby brings up this suggestion instead of the group members as such, she already sees it as being a problem. Between lines 48 and 56 Gabby overlaps and maintains the main channel even as other members try to gain it. They are pushed into the back channel and are not given the space to give a response. Also, the amount of overlaps and control of the main channel does not help the other members respond to her concern with evidence. Again, other members are not given enough wait time to create a thorough response.

Revisions Made

Gabby made changes to the first two pages of her five-page workshop draft. The changes made from workshop draft to initial draft are a direct reflection of the advice given during the peer review session. She changed the title (“A Perspective on Writing” to “Writing in the Science Field”), added information about the discourse community, added information from textbook authors, and changed a few words to make them more academic (“it would be cool” to “it would be ideal”).

Overview

Based on all of the data, Gabby used suggestions she already felt were necessary. Comments she thought were unfounded were not implemented in revision. She also showed a very assertive tone when she spoke. This tone showed itself as she created changed channels very often and filled most pauses with questions or suggestions to move forward at a faster pace. This seemed to lead to fewer comments given by the group. One participant, Katherine, did not give any suggestions during the peer review session and only spoke four times. Most of her words were in agreement to what Gabby or another participant said. This segment of the peer review session showed the immense amount of overlap and interruptions among participants. The interruptions, overlap, and speaker change showed a developing power structure.

Major Project 3

Major Project 3 invited students to write about the story of a text. Students were required

to research and then analyze the creation of a certain text. Students also had to consider the rhetorical influences and social influences of writing and text creation. Students were encouraged to use interests toward their future careers or their college majors for this task. Students chose a text that they were familiar with and then used research to analyze the form, function, and influences of this text. In the guidelines for this assignment, Professor Bryan outlined items that must be in the paper: find a text and then determine what makes that text come into being, interpret what the student found in the previous step and use that information to argue for why the specific text does what it does, support with evidence, present findings in a way that makes sense for this assignment's rhetorical situation. The professor graded this assignment using similar criteria as previous major projects: thoughtfulness of research, thoughtfulness of interpretation, development of ideas, and quality of presentation for audience.

Students were required to turn in the workshop draft for peer review five days before the initial submission to the professor. If a student did not want to keep the initial submission grade, they had the opportunity to create a revision draft and submit this revision into the Eporfolio at the end of the semester for a new grade.

Resources Used

For this major project, Gabby used professor comments before writing the workshop draft as she indicated that she felt lost about what the assignment was asking for. She emphasized the necessity and usefulness of the professor's comments and noted "I only used the professor's comments and not from the workshop group." This is interesting because, based on the transcript from the peer review and the changes she made in her document, she did in fact use

some of the suggestions made in the peer review session for this paper. She stated in her retrospective interview that the reason she did not use their comments for this major project is that “the comments for the group were very broad and I already knew about the areas they commented on that needed to be fixed...I did do small tweaks based on the group feedback...” Just like in the previous major project peer review session, she only took up comments where she already knew she needed to change based either on her own knowledge or the comments from the professor.

Peer Review and Transcription

This peer review session is far different from the previous one. Whereas the earlier session was characterized by Gabby holding the main channel, this session identified the power struggle between Gabby and Megan. In the beginning of Gabby’s peer review session she goes back and forth with Megan and they overlap and interrupt quite often. As time goes on, Megan holds more talking time than the other two participants. Overall, all participants forward the conversation with overlapping “mhmm” and “yea” back channel statements. Many of these statements come during a pragmatic pause where the participant can anticipate a break in speech, even if only for a moment. The peer review participants also had a habit of bringing up the positive comments first before diving into the actual revision that needed to be made (lines 10 and 14). This may be due to social constructs, gender roles, or cultural politeness. I would need more information to make a conclusion about that correlation though. In this session, there are four suggestions. As noted before, Gabby states that she already knows that she needs to make these changes and as such does not feel like she took anything away from the peer review group.

But, each of these items give specific changes to make and are shown in her revisions. As such, this indicates some sort of comment uptake.

The first suggestion to clarify the discourse community and be more concise in the paper is introduced by Katherine in line 13. Below is the transcript of this section.

10 G: connect, you know. So, that's kind of what this at it was about, so, if it doesn't make
11 M: okay, okay
12 G: sense at first, then let me know cuz...
13 K: I was...I was a little confused. I was like, wait, what's
14 M: yea.
15 K: the text that she was...?
16 M: Yeah. That was, like, the...the biggest thing, is I didn't know exactly what the text was. Like, I get
17 G: okay
18 M: that you were talking about physical therapy, but, like, I didn't know what the text was.
19 G: Like what exactly I
20 M: was talking about?
21 M: Text. And I thought you were, like, going to go into detail with the first one you talked

Katherine is able to speak up a little bit more and gives an indirect suggestion instead of a specific comment, "I was a little confused. I was like, wait, what's the text that she was..."

Megan interrupts her in this sentence and the main channel changes to a new speaker. During this peer review session, Hannah is missing from the group. This may lead to Katherine's ability to speak more than she did in Peer Review Session 2. Katherine's talk shows that groups of three may be better for less dominant students in order to make sure each student as the opportunity to voice their opinions. Megan and Gabby take over the conversation after Megan rephrases what Katherine has stated. Gabby attempts to take control of the main channel by overlapping Megan in line 18 with a question. Megan responds before Gabby is finished with the question. As such, there is no conclusive uptake of the comment unless it is seen through furthering the conversation with a question. Megan's specific response to this question ends up in Gabby's

initial draft of Major Project 3. Gabby deletes four long sentences (mentioned more in Revisions Made section below) in order to take out some of the historical aspect of the essay.

The second suggestion is taken up definitively. This suggestion, as seen in the transcript of lines 24-35 below, focuses on the writing process over the website itself. In other words, the suggestion asked for Gabby to look at how something worked over the product and description of the content. In the workshop draft, Gabby includes a picture of the website for her evidence; but in the initial draft, she shows a guide to the writing process for this text (see Appendix C).

24 G: So, like, you're saying more on the research itself?
25 M: Yeah. Like, focus on, like, why... Like, I think more of
26 the project, like, is... So, you have, like, the website or whatever, and the section of a website you're
27 G: mhmm
28 M: looking at. Like, why did they write that and how did they go about writing that? Go more, like, the
29 G: mhmm
30 M: writing process. Like, I know it's probably more interesting to go into the physical therapy part, but I
31 G: mhmm
32 M: think what's more important is, like, the creation of that, why they're writing...is what...what matters.
33 K: Yea
34 G: I see what you're saying. Okay.
35 Because I was confused writing it myself.

After asking questions to clarify the suggestion being made, Gabby gives a definitive uptake signal of “I see what you’re saying. Okay” (line 34). The use of such direct language suggests that she will (and does) use this comment to rephrase her writing. She ends up rewriting nearly an entire page of her workshop draft to include the writing process. The peer review also shows, that the conversation is mostly held by Megan here. Gabby confirms and keeps the speaker moving forward with “mhmm” in the back channel and only changes when she has finally decided to take the comment into consideration.

Suggestion three focuses on the conclusion of Gabby's paper. Gabby initiates the conversation about the conclusion and the rest of the participants give their feedback about its wordiness. This comment is not taken up fully as there are no significant changes between the workshop draft and the initial draft. The rejection of the suggestion can be shown in lines 50-64 below.

50 G: Okay. Do you think, like, the conclusion's strong? Do you think...?
 51 M: Yeah I liked the conclusion. I think the
 53 G: okay
 54 M: beginning part might be a little too long.
 55 G: Yeah, me too. That's what I thought. yea
 56 M: Like, about, like, the history and stuff. Like, I like, like,
 57 some of the history, but I think it might be just, like, a little too...
 58 G: Just like a little too wordy? okay
 59 M: Yeah, a little too much. It just made
 60 me feel like I was reading, like, a research paper on, like, physical therapy. Like...yeah.
 61 G: history, on yea, okay Okay. Yeah, I was
 62 going to do that, but I wanted to come in first, you know.
 63 M: I mean, it's good writing. Don't get me wrong. It's really good.
 64 G: Okay. Thanks

There is far more overlap between Megan and Gabby during this section of the conversation. The two of them speak at the same time often. This may indicate less uptake of the comment. The use of simple back channel phrases like "yea" and "okay" here could indicate that she is brushing off the comment instead of giving a direct affirmative and putting it into action, as seen previously.

The last suggestion is in lines 67-72. The suggestion is to make sure that the content is "relating it back to class" (line 67). The below excerpt shows the intense amount of channel changes that happen during the last minute of the peer review session of Gabby's paper.

66 M: Mm-mm. Yeah, and then just going on, like, the stuff, like
 67 relating it back to class and stuff, which I know, like, even in my paper, I haven't gotten to that part of my
 68 G: mhmm
 69 M: paper yet, so I don't even have any of that. But just make sure you're, like, relating it back.
 70 G: mhmm Yeah, because I didn't want
 71 to take anything out of it till I came here and then... know
 72 M: Yeah, see, yeah, I...I didn't even...I haven't even finished mine,

Much of the conversation here is about Megan. She is talking about Gabby's paper, but always relating it back to the inadequacies of her own. Megan interrupts Gabby in line 72 after Gabby tries to gain control of the main channel in line 70. After this, Gabby does not try to finish her thought or bring the conversation back to her paper. I can only see the uptake of this comment happening once in the drafts and that is because it is in conjunction with suggestion one. Gabby adds one sentence to her paragraph about patient/physical therapist communication to introduce the discourse communities. Otherwise, this comment has no uptake in the revision process. Gabby does not give a confirmation that she will use this and sticks with the back channel "mhmm" statements to keep the speaker going. This is an indication that she will not be using the comment in her revision from workshop draft to initial draft.

Revisions Made

Gabby completed the most changes between the workshop draft and initial draft of Major Project 3 than during any other major project. Her main changes included taking out many details in order to focus her content, adding more to the discourse community discussion, and changing sentences so that they were less wordy. For instance, she took out information regarding The Hill Burton Act to create a paragraph that created a brief history of how the

profession of physical therapy grew instead of focusing on the full history of the profession. Peer reviewers commented on this suggestion in the peer review session as well. Gabby focused her information about physical therapists and patients by sharing the common goals of the discourse community. Lastly, she added transitions to the beginning and ends of paragraphs to create a less choppy structure to her paragraphs.

Overview

The Major Project 3 peer review session showed a connection between definitive statements of acceptance and Gabby's actual uptake of the comment during the revision process. During times where Gabby was interrupted or could not maintain the main channel for a full thought, she did not tend to take the comments suggested to the revision process. The dynamic shown in this peer review session shows that the participants are far more comfortable with each other. In the previous peer review session, Megan was less vocal with her comments and suggestions. In this one however, she and Gabby struggled to maintain the main channel. The change in dynamic may have an impact on the amount of comments that were taken up by the writer and ultimately incorporated into the revisions.

CHAPTER 4: CASE STUDY OF MEGAN J

Introduction to Megan J

Megan J. is a freshman at the University of Central Florida. She was in her third semester as of Spring 2016. She, like two of the other participants, participated in sorority functions on campus. She seemed to know one of the other participants through her sorority, Hannah. They related more as acquaintances than close friends. For instance, Megan was not close enough with Hannah to know if she was going to be in class or not. Megan is very talkative and confident. She also tended to pick topics for her papers that worked with animals. She tended to speak over other participants through the peer review sessions. Megan completed all of the peer reviews that I observed and transcribed. She also completed a fourteen-minute retrospective interview on the last workshop day. She came to peer review sessions with either complete or mostly complete workshop drafts. Due to this, Megan did not make changes between the workshop draft and the initial draft for her first two major projects. She did seem to understand her limitations and what she is missing from those drafts though. She mentioned these pitfalls as she talked in each of the peer review sessions and made changes between the initial and revision draft for her first major project and actually changed the workshop draft for her third major project.

In this chapter, I follow Megan through the three major projects she completed for her ENC 1101 course. Within each of these projects, I focused on the resources that she used, the peer review transcriptions, and the revisions she made. The Resources Used section explains any outside suggestions she used to make changes (professor, peer review, or writing center). The Peer Review and Transcriptions sections describe the close vertical transcription with discourse markers to see how her speaking determined both dynamics and uptake of comments. The Revisions Made sections detail the actual uptake of comments and revisions made from one draft to another. Each of these factors creates a focused data set that describes how her peer review interactions shape the revisions that she made for each of the major projects.

Major Project 1

Major Project 1 asked students to create a literacy narrative. Students focused on the rhetorical situation in order to understand the contexts in which they have been writing throughout their lives. They were invited to write a personal essay that looked through their writing lives and forwarded an argument for how their writing process had shifted over time. Students focused on specific events and stories in their lives to support their arguments as well as link back to the course curriculum. For their work on this project, students read multiple articles about the rhetorical situation in the *Writing about Writing* textbook. For example, students were required to read “Tracing Trajectories of Practice: Repurposing in One Student’s Developing Disciplinary Writing Processes” by Kevin Roozen and “Rhetoric: How Is Meaning Constructed in Context?” by Andrew Cline. For this assignment, students were given deadlines that required

them to turn in a workshop draft for peer review five days before the initial submission was due to the professor. Some of the guidelines for the paper included: synthesizing and responding to two texts from the course, creating an argument that included the rhetorical situation, supporting this argument with personal evidence, and reflecting on learning. Students were not given a word count limit or minimum or a page length requirement. But, they were given the opportunity to submit a revised version if they did not like the score given on the initial submission. The revision draft was due at the end of the semester with their e-portfolio submission..

Resources Used

Megan used most of her resources for Major Project 1 for the revision draft (after the workshop and the revision). She stated that she used the Writing Center and the workshops to help her. She explained during the peer review session that she used the Writing Center for the revision draft of Major Project 1, but did not use their services again. She also stated that the professor's comments were important to her because "he is the one grading it, overall his comments because of his experience and he is the audience." This shows that she took away some content knowledge from the course as that is a key factor in the rhetorical situation. In Megan's retrospective interview she specifically stated that he understood the rhetorical situation better now. She also noted that, "[the professor] gave comments on most of the papers even on the revisions he gave even more comments. I have learned that revisions do take a bit of time. Due to time constraints on my part I had a hard time figuring out how to implement them." She used comments from the instructor and the workshop to change her initial draft (after the

workshop) into a revision draft. Megan emphasized that the workshops/peer review sessions were most helpful throughout the entire writing process, yet she did not use the suggestions she received in peer review to change her workshop draft before the initial submission. She did go back and use those comments to revise her initial draft.

Peer Review and Transcription

The first peer review session focused on Major Project 1. Only three participants were present in this peer review: Megan, Hannah, and Katherine. These were the original students that were randomly selected on the first day of peer review. Gabby joined the group in the second peer review session on Major Project 2. Megan took over the majority of the conversation for the entire peer review session lasting approximately twenty-five minutes on February 2nd, 2016. The participants noted at the end of the entire peer review that hearing from other students was very helpful in order to gain a different perspective on their own writings.

When covering Megan's paper, Megan holds the floor for much of the section. The peer review participants make three suggestions. Suggestion one occurs in lines 18-54 where Megan J brings up how she has trouble with conclusions and introductions. Hannah describes how the conclusion is just fine as it summarizes and restates the previous paragraph topics. Hannah notes that Megan can keep the conclusion as it is and Megan takes this suggestion to keep everything as is for her initial draft. Then, when she decides to create a revision draft, she changes the conclusion based on the professor's comments. The rest of the group also has a conversation about conclusions when they speak about Katherine's paper. In that section, Katherine is having trouble with her conclusion as well. Megan also mentions that she does not know how to start the

paper and hopes to use how other people are starting as a mentor text (line 34). This could indicate how she plans to use the peer review sessions for revision. Megan gives feedback on Katherine's paper and this may indicate the change made in her own revision text. Then, the conversation turns to talk about the introduction. Hannah gives a suggestion to use the text to start out and Megan rephrases the suggestion into her own words. But, the introduction is not changed in any future draft meaning that there is no uptake of this comment.

In the below excerpt from Megan's peer review transcript, Megan maintains the main channel and when she is in the back channel she uses an overlap or interruption in order to gain the main channel again. For example, lines 33-42 show Megan in the main channel, talking about her own paper but not taking on the listening role usually associated with her current situation (her paper being peer reviewed). Hannah and Katherine backchannel to keep Megan moving forward and affirm Megan's thoughts. In line 43, Hannah is finally able to take the main channel again and after three lines, Megan tries twice to regain the main channel (line 46) by saying "so" to start her transition. She finally regains the main channel in line 48. This power struggle between Megan and Hannah forces Katherine out of the conversation and Hannah begins to speak less and less for this suggestion. Megan creates the circumstances where she receives less feedback by maintaining the main channel for much of the time. She creates an environment where other members do not want to talk because they know they will be interrupted. The interaction shown below identifies the role power structures have on the uptake of comments.

- 18 M: I know my introduction and conclusion are like (.) rEAl bad and I'm not good at 19
writing. Like I'm good at the middle stuff but I [don't know how to start it and end it. So there's stuff
20 H: [Mhmm.
21 M: that I need to [(inaudible)

22 H: [I thought the (.) um (.) conclusion was good (3.) uh Cuz you just summarize (2.)
 23 K: Yea
 24 H: how all of it was (2.) cuz you (.) like restated three um (.) secondary sources I used (.) um (2.)
 25 K: and you
 26 weren't kindof repeating yourself. You just kindof summarized it. [So that was really [cool. It's cool.
 27 M: [okay. (hushed)
 28 H: [Yea. I thought it
 29 was good.
 30 K: Yea.
 31 M: Thanks.
 32 H: Yea. And then (3.) (mumbling to self) (5.)
 33 M: (Inaudible @5:42) I guess I just don't know how other
 34 people are starting their papers. [Cuz like with (.) like (.) the two papers that we read on that Thursday
 35 H: [Yea.
 36 M: or w[hatever. Strausser and whatever his name. Well I feel like (2.) it almost didn't seem like an
 37 H: [yea. Mhmm
 38 M: introduction was there. It was just kinda like (.) it sta[rtd but but it made sense and I feel like
 39 H: [Yea
 40 M: if I just like started (2.) cuz I have a lot of like research and stuff. It needs kindof more [of an
 41 K: [mhmm
 42 M: introduction (.) But I don't really know where to begin with that. Like (.)
 43 H: I kinda used. Kinda Like I use 44
 how Strausser kinda just jumps in with I think she kinda quotes and then kinda connects says how her 45
 argument is the same as one of her sources [how her argument is like different from [one you know
 46 M: [So kinda like [Yea So (.) kinda
 47 H: if you wanna pick [a source
 48 M: like how start [its like the (3.) beginning (.) so like the conclusion kinda like I sum it all up but
 49 then like (.) maybe like in the introduction talk about how my ideas like rel[ate relate to the three
 50 people
 51 H: [relate to Yea That's what I
 52 M: that I talked to. [Yea
 53 H: did in That's wha[t I was thin[king abo[ut doing
 54 K: [Yea. That makes sense. (3.)

The excerpt also shows many syntactic pauses and overlaps in conversation. Hannah and Katherine use the openings to backchannel and confirm what Megan is stating. This allows for Megan to maintain the main channel for as long as she pleases. For example, in line 38 and 41 a transition to a pronoun and a preposition leave an opening for Hannah and Katherine to say

“Yea” and “mhhh” respectively to forward Megan’s conversation with herself. With fewer comments and talk from the other peer review participants, the chance that the comments given are taken up is lower.

The below excerpt from Megan’s first peer review session shows the second suggestion. This suggestion is taken up in the revision draft (after the initial draft is submitted) and focuses on the need for a different organizational structure. Just like the previous suggestion, it is not taken up between the workshop draft and the initial draft. But, it is taken up when she completes the revision draft. She also comments on the structure of Katherine’s paper and how she enjoys that structure, noting again that her use of exemplar texts shows her uptake of comments. Here we see the same issue of Megan trying to maintain the main channel. In lines 65-70 Megan moves from the back channel to the main channel by using the syntactic pause at the end of a sentence to regain control. But, unlike the previous excerpt, she allows for Hannah to stay in the main channel from lines 71-78. During this time, Megan backchannels to remain a part of the conversation but allows for Hannah to give positive remarks. The following lines show where Megan makes her own suggestion to embed an article into her essay and Hannah confirms (with backchanneling) and expands on that example (through an overlap). Megan then states in line 84 that she will “use that source,” thus confirming that she will take up this comment. The only caveat here is that she does not do this until the revision draft.

62 M: Is the organization good cuz so like I feel like (.) in (.) I guess I don’t know I just feel like it is so like 63 cut and
dry (.) like like book reading (.) personal story (.) book reading personal story I don’t [really
64 know
65 H: [I think
66 M: any other way to write it.
67 K: But that’s what makes it good though. It’s all organized.

68 M: It's like organiz[ed.
69 K: [Yea
70 M: Its not just like all books and then all story
71 H: Yea and like it flows. I think it does flow um (2.) because you do 72 the
same type of like (.) um (.) structure for each paragraph. You know h[ow you like start of with um
73 M: [Yea.
74 H: the source and then you go into your personal or how you like use the [source
75 M: [okay. Cool. (3.)
76 H: And then (6.) Maybe (2.) Well I thought the um kindof how you did the (2.) color coded (.) and you 77
related it to Lindsey's (.) was good[too. (2.) That's a good idea to think about.
78 M: [cool I guess when it came to 79
like picking and which articles to write about I mean (.) there are some articles where I had no clue
80 what they meant. (.) I mean I guess it was easier to start with the ones that made sense. I could 81 relate
to
82 H: Yea.
83 M: it. Cuz there were some that I read where I was like oh yea I did that in high school.
84 M: [So yea I'll use that source. [Yea. [Yea. [Yea.
85 H:[Especially since we talked about it in class. Lik[e each o[ne we [got to talk about that day. I think
86 that helped a lot [cuz when I first read them.

Based on Megan's use of language, she needs to talk out her ideas in order to understand the concepts that are being brought up. She receives less feedback due to her amount of interruptions, control of the main channel, and overlaps. But, even with this control of the main channel affecting her positively, she does not allow for outside feedback to help her paper. Megan only has her own issues that she already knows are a problem instead of hearing what other people truly think of her paper.

Revisions Made

As stated before, Megan did not make any revisions between the workshop draft. The changes that Megan made are shown in the revision draft that is made after the initial submission. Megan took two of the three suggestions that she heard in the peer review session as

well as other suggestions from other sources. These changes included changing the organization so that it is not in the “typical 5 paragraph essay,” adding a “catchy title,” and fixing “a few grammatical/spelling errors.” Specifically, she changed the structure of the essay based on what she heard from the peer review session and “tried to relate [her] second paragraph to the first and then [her] third paragraph to the other two before it” based on comments from the Writing Center. This was shown through the transitions added to the revision draft at the end and beginning of each paragraph.

She changed the conclusion based on what she heard in the peer review (see above) and used the other peer review participants’ as “exemplar texts” to base her conclusion off of. All participants had trouble with their conclusions throughout the semester so this is a continual change that occurs. She stated in her retrospective interview that “the biggest thing was comparing and contrasting the others work to look at the tactics used or seeing the same tactics and realizing that in someone else’s different format it didn’t work out so that I should change it in my own work.” By using each other’s texts she was able make changes to her own text. She stated that this tactic was most helpful in Major Project 1 because “we all kind of didn’t know what we were doing.” She built on her revision draft based on what she has learned through her varied resources she uses for this paper.

Overview

Overall, Megan saw the usefulness of the peer review session and the professor’s comments in making her revisions, even if there was not an immediate change from workshop draft to initial draft. She used comments that she brought up in peer review sessions as well as

what she commented on in other participants' papers in order to make changes to her own. Megan also had a knack for controlling all of the talk that occurs in the peer review session. She either brought up the topics that she wanted to discuss or she answered her own questions or she added onto what someone else said. Her control of the main channel shows that she may have less uptake of comments because it is more a conversation with herself than opening up the dialogue to peer feedback.

Major Project 2

Major Project 2 had students talk about writing in a specific discourse community. They interviewed someone within a chosen field of study and used that interview to create a profile of that person's writing in the field. Using more texts from the *Writing about Writing* textbook, students were asked to link their writing back to course content. The students read "Sponsors of Literacy" by Deborah Brandt, "Intertextuality and the Discourse Community" by James Porter as well as other articles from the *Writing about Writing* textbook. Students were encouraged to remember the situation in which they are writing and how that situation changes. By using a variety of techniques such as interview, text analysis, and observation, students created the profile of a writer. Students were instructed to write as if they were submitting to Stylus: A Journal of First Year Writing, Stylus is a publication for first year student writing at UCF. They were also given guidelines to construct their papers. Students chose their person to profile based on what they understood about being a writer. Then they incorporated the following into that

profile: background information about chosen person, texts from the class to help analyze the person being interviewed, specific quotes or artifacts from the interview or observation as evidence, and show the implications of what students' found while writing this profile. This time, writers were given a general guideline on page length of five to eight pages of double spaced writing.

Students were required to turn in a workshop draft for peer review five days before the initial submission was due to the professor. The professor graded based on quality over quantity. Professor Bryan graded for quality of research and how it was integrated into the paper, thoughtfulness of analysis, audience-appropriate writing, and organization. If the student did not want to keep the grade given on the initial draft, she could choose to submit a revision draft of the initial submission by the end of the semester for a new grade. The revision was submitted within the e-portfolio.

Resources Used

Megan did not share any resources that she used for Major Project. This may be because there are no revisions made for her Major Project 2.

Peer Review and Transcription

The second peer review session occurred during class time on March 1st, five days before the initial submission was due. The peer review session of the Major Project 2 workshop draft lasted thirty-six minutes. Students were given forty-five minutes to complete the peer review, but

these participants only used thirty-six of those minutes to talk about each other's papers. The rest of the time they worked together to find items in the textbook and reflect on what they have done that day. All participants were present for this peer review session.

Since there is no uptake of comments from peer review, I will instead use this time to describe the dynamics of the group through overlaps, interruptions, main channel control, turn taking, and backchannel usage. Katherine begins this session with a positive remark which allows for Hannah and Gabby to confirm the positive comment. They each take turn and there is minimum overlap in the beginning of the session. Megan stays quieter in this session, especially compared to the other sessions and other papers that are covered during this session. Hannah suggests that Megan focus on changing the repetitive nature of the paragraphs and this is confirmed by Gabby who also adds that Megan needs to reorganize. Most of this session uses backchanneling to move the conversation forward. As shown in the below excerpt from the peer review of Megan's paper, lines 9-21 show that there is turn taking during pragmatic pauses and backchannel openings between the peer reviewers. Even when Gabby takes the main channel in lines 16 and 17, Hannah uses the backchannel to move Gabby forward with "yea" statements. Megan only speaks once in this excerpt in a backchannel statement in line 12. This is unusual when compared to the other peer reviews.

9 job. Trying to think of things you can move.

10 H: Maybe... sometimes you were like restating 11 the same thing. so

12 M: mhmm

13 G: mhmm

14 H: so like one of the paragraphs you kind of like

15 summarize the paragraph before or something. I don't know.

16 G: You like restate it in a

17 different words like in a different sentence but with the same idea. I do that to make
 18 H: yea. yea so
 19 G: it longer (all laugh). um (6s). I like how you like wrote a lot about his job and how
 20 H: writing thing
 21 G: writing grants and the thesis to more detailed, more personal I think (3s) (inaudible)
 22 K: yea mhmm
 23 H: mhmm Is there
 24 anything that you're like

After this segment, Megan explains that she wrote the paper the night before and knows it needs work. This allows for Gabby to overlap with Megan to tell her how she revises. Hannah makes the second suggestion as well. She suggests that Megan include more information about discourse communities (lines 44-46). Megan becomes a larger part of the conversation by including multiple positive statements and confirming that she needs to make a change (lines 54 and 59). Gabby rephrases what Hannah says and adds more to the suggestion with specific help for how to remedy the issue in Megan's writing. Still, even with such conformational comments and a mostly equal dynamic among the group, Megan does not make any revisions to Major Project 2.

39 H: You need to talk more about 40 like. Did you talk about
 discourse communities?
 41 M: No I haven't done that yet.
 42 H: Okay.
 43 G: She did like genres and sponsorship
 44 H: Yea genres and sponsors um. Definitely do something
 45 K: genres
 46 H: about discourse communities though because he's in such a like teacher
 47 M: yea yea yea yea yea.
 48 H: super intended like all those different communities that you can definitely write about a lot
 49 about that too. (9s)
 50 G: And you included stuff from the interview which is cool um (6s) I liked 51 it. um (5s)

Yea I would just say stuff from the textbook honestly

52 H: mhmm

53 K: uh huh

54 M: yea yea I definitely need 55 to do that

56 G: I need to do that too Like is it like repurposing discourse sponsorship

57 M: yea.

58 G: intertextuality

59 M: I need to explain more what they are.

After the second suggestion is made, the group makes connections back to Gabby's work and how she can overcome the same issue with discourse communities. The group works back and forth with questions (mostly from Gabby) to create a plan of action and examples of how each person would go about adding these concepts into their papers. Gabby ends up adding this into her initial draft. The session ends with the group working together to find information about discourse communities in the textbook.

Revisions Made

No revisions were made after the workshop draft.

Overview

Even with a very helpful and constructive peer review session where most of the participants worked with each other to come to a consensus of suggestions and helpful tips, Megan did not take any of these comments to implement in her revisions. The peer review shows minimal overlap or interruptions. Most of the talk happens during a pause, either syntactic or pragmatic. The end of the peer review session shows that students went back to peer review papers and helped with previous issues by hearing from their peer review partners, specifically

Gabby.

Major Project 3

Major Project 3 invited students to write about the story of a text. Students were required to research and then analyze the creation of a certain text. Students also had to consider the rhetorical influences and social influences of writing and text creation. Students were encouraged to use interests toward their future careers or their college majors for this task. Students chose a text that they were familiar with and then used research to analyze the form, function, and influences of this text. In the guidelines for this assignment, Professor Bryan outlined items that must be in the paper: find a text and then determine what makes that text come into being, interpret what the student found in the previous step and use that information to argue for why the specific text does what it does, support with evidence, present findings in a way that makes sense for this assignment's rhetorical situation. The professor graded this assignment using similar criteria as previous major projects: thoughtfulness of research, thoughtfulness of interpretation, development of ideas, and quality of presentation for audience.

Students were required to turn in the workshop draft for peer review five days before the initial submission to the professor. If a student did not want to keep the initial submission grade, they had the opportunity to create a revision draft and submit this revision into the Eporfolio at the end of the semester for a new grade.

Resources Used

Megan used her peer review feedback to make changes from her workshop draft before turning in the initial draft. She did not complete a revision draft for this project. She stated in her retrospective interview that,

in Major Project 3, I changed my ideas due to peer feedback on the idea of being more effective in a paper format. The reassurance on project ideas helped me with knowing that I was on the right track. I can be very critical of my own work. The group helped me relate my analysis back to the class and Major Project 3 and helped me get my ideas on the paper and helped me generate more.

She used many of the suggestions that were talked about in the peer review session. She noted in her retrospective interview that the “conversation where you can ask questions like okay so this part is great but what is great about it” helped her the most. She also stated she believed she made more changes because at that point in the semester, the group knew each other so the criticism was constructive.

Peer Review and Transcription

The shortest of Megan’s peer review sessions was when participants talked about her Major Project 3 paper. The peer review of this paper took a total of two and a half minutes on April 5th, 2016. The total time spent for this peer review was only seventeen minutes, making it the shortest of all of the peer review sessions that I observed. Hannah was absent from this peer review session.

The session begins with Megan describing how she has not completed the essay yet (lines

5-9 below). She knows what she needs to add and this is already a revision she plans to make. Gabby overlaps Megan's speech during a syntactic break in order to clarify or finish Megan's sentence. Katherine uses this time to backchannel and incorporate herself into the conversation. Katherine embeds herself into the interaction even though she has been pushed out of the interaction previously. With only three people, she has more opportunity to speak. She still has to compete for the main channel as Megan and Gabby's overlaps make it difficult to intercede.

5 M: I have done like the analysis part but I haven't like done 6 the why
and the like incorporating back to the class I haven't done that part yet so I know it
7 G: how it comes together
8 K: yea
9 M: needs a lot of work

The excerpt from Megan's peer review below, (lines 10-18) shows that the peer review participants have a habit of bringing up the positive comments first before diving into the actual revision that needs to be made (such as in lines 10 and 14). As stated before, this may be due to gender, social, or cultural habits created before entering the interaction itself. Gabby and Megan also have quite a bit of overlap in this section. Gabby has the main channel but Megan interrupts and takes over that channel in order to clarify what she was talking about in her essay. By Megan taking back the main channel, she is able to talk out her ideas more and make revisions based on that talk. She then uses this question from Gabby to revise her workshop draft and clarify that a gibbon is a type of ape and a kudu is a type of antelope. Gabby takes back the main channel in line 13 with a positive comment and Megan backchannels with a "thank you." After that, there is another overlap of clarification in lines 16-18. Megan looks up a picture to help her peer review

[illegible]

23 G: Oh okay so this is like an
24 example
25 M: yea so maybe I could go into more detail and explain a little bit. And then (4s). This is a
26 great (inaudible) kudu.
27 G: okay.
28 M: I know I wasn't like oh it's a bird. (all laugh) Of course the diets that the
29 lady gave me were from animals that yea yea
30 G: you had never heard of I think it's like really detailed, 31 really
informative and then obviously go into more detail and do stuff back to class
32 M: yea yea yea yea (2s) Let's

65

uses this time to reaffirm her ideas on an essay format. When Gabby and Katherine both confirm Megan's use of an essay to present her findings, she asks more of these types of questions. The affirmations allow for Megan to forward the interaction. At this point, Megan wants to understand that she has made the right decisions so far with her paper. By not having any negative feedback during this time, the limited number of revisions to the beginning of her paper is much more understandable.

Megan and Gabby overlap quite a few times during this last segment. Gabby uses it to rephrase what Megan says (line 42), backchannel with "mhmm," "right," and "yea" (line 45, line 49, and lines 36 and 49 respectively), and to add positive remarks (line 39). Katherine is not as much of a vocal participant during this conversation. She stays in the backchannel with reassuring phrases or agreements, but says nothing else. Her use of the backchannel helps emphasize that the overlap of the other two members impede Katherine's vocalization within the interaction.

33 M: see. Did this like.. Do you think a paper is like a good way to present this information?

34 K: yea

35 G: Oh my

36 gosh yea mhmm For sure

37 M: okay. Okay That was my only question.. (4s) And then the figures

38 worked?

39 G: The figures were very helpful

40 M: okay okay okay. So those were my questions. (4s) But yea. I think I still 41 have a little bit more of the analysis to do but then like bringing it back to class and all

42 G: just expand it obviously

43 M: yea obviously 44 like bringing it back and like the why thing relating it. I think I'm gonna focus on discourse

45 G: mhmm mhmm

46 M: communities and stuff just because it is such a specific (.) (inaudible)

47 G: its writing something specific
 48 M: specific to such a certain group of people yea
 49 G: right right yea me too

Revisions Made

Megan made three changes to between her workshop draft for peer review and the initial draft for her professor. She added two paragraphs after the last figure, after noting in the peer review session that she did not finish writing the workshop draft. She added a conclusion and also clarified the type of animal she was referencing in the beginning of her paper. These changes are a direct reflection of the peer review session shown above. The paragraphs added include a direct reference to the discourse community she is writing about and she added more detail about the necessity of the chart she chose.

Overview

Megan's Major Project 3 showed the only revisions to the workshop draft over the course of the entire semester. She made a direct connection from the peer review suggestions to the changes that she made. She also showed clear uptake of comments when she confirms that she should do something. But many of the changes made, like the additional two paragraphs, stem from Megan knowing before the peer review session that she had to make those specific revisions. Still, she notes in her retrospective interview that conversing with others helped her to ask questions and use what she said to others to help her own paper. Ultimately, the social dynamics created the atmosphere for a certain quality and frequency of feedback.

CHAPTER 5: DISCUSSION AND IMPLICATIONS

Discussion

My research shows that participants used a variety of resources as they worked to meet the demands of the major writing assignments for ENC 1101 and to improve their abilities as writers. Gabby and Megan both used suggestions from the professor, sessions at the Writing Center, and comments raised during peer review. Both Gabby and Megan noted that the professor's comments, either written or verbal, were helpful in making changes, and both found their sessions with Writing Center tutors to be helpful as well. In many ways, it makes sense that these resources would prove useful. After all, the professor was, in some sense, the main audience for their papers, and talking with him meant that they could write directly to their audience's needs. Gabby and Megan's use of both teacher and peer review feedback coincides with research from Dipardo and Freedman as they urge teachers to give students the ability to work with groups and with the teacher to form feedback. Students are given a real audience to write to and can revise based on that audience's expectations (Dipardo and Freedman 124). The sessions with the Writing Center tutors allowed Gabby and Megan to engage with the advice of, in their words, more experienced student writers. Megan found more help in peer review because she could compare and contrast her own writing with that of the other members of her peer

review group. She found that conversation benefitted her writing the most. She talked out her ideas and that helped her understand new meaning. Dowse and Rensburg comment on how verbal explanation of feedback helped students understand their own content more. Megan, specifically, used speaking out loud to clarify her own views and the viewpoints of other students. The interactions during the in-class peer review sessions, though, also had a significant impact on Gabby and Megan's writing.

Scholarship on peer review has indicated that certain strategies inform productive peer review interactions. The central features of peer review interaction such as spontaneous talk (Danis; Dipardo and Freedman; Johnson, *The New Frontier*; Bruffee; Lam), flexible environment (Dipardo & Freedman; Johnson, "Friendly Persuasion"), positive rapport (Rish; Thompson; Wolfe), feedback and support (Barron; Covill; Flynn; Grimm; Lam; Yucel, Bird, Young, and Blanksby; Zhu), and reflection (Yucel, Bird, Young, and Blanksby) and my research revealed three criteria that have an impact on students' revision processes. My research for this thesis examined the extent to which peer interactions inform students' revision of their writing. I explored how, and in what ways, interactions between peers informed students' later revision of that writing. In other words, my goal was to understand the dynamics of the interactions that animate peer review sessions and reveal how writers used the knowledge peers generated during those sessions.

This research was motivated by two central research questions. First, how do students demonstrate roles and hierarchies within peer review interaction? Second, how do students' self-determined roles and hierarchies and their resulting interaction inform participant revisions? In

the sections below, I offer answers to these questions based on these case studies of Gabby and Megan.

How do students demonstrate roles and hierarchies within peer review interaction?

Even though Gabby was not present for the first peer review session, she became a cornerstone for the other two peer review sessions. Gabby can be identified by her use of interruptions, overlaps, questioning, and directive speech. She was always asking questions to try and bring other peer review members into the discussion. This sometimes happened to a fault as it rushed the other members to verbalize a thought that has not been fully formulated yet. When she was part of a peer review group, she guided the conversation and avoided extended pauses. This was very true for Gabby's first peer review session (Peer Review Session Two) where she used both backchannels and overlaps to fill any syntactic pauses that arose. Her directive speech and pattern of using phrases such as "That's what I thought" may determine that she saw herself as the leader of the group. In this leadership role, she moved the conversations in the way that she wanted them to go and the issues she thought were in her paper instead of allowing the opportunity for peer reviewers to come up with suggestions on their own. Her overlaps and assertive tone tended to keep other members in the backchannel. Gabby also made definitive statements and direct language to show that she has taken up a comment such as "Okay, I can do that." or "I see what you are saying. Okay." When she did not take up a comment, she remained in the backchannel and moved the conversation forward with "mhmm" instead of restating the change or giving a sentence answer like the ones shown above. Gabby did not seem to take up a

suggestion given if she was pushed into the backchannel too often or there was too much overlap between two members.

Megan was also talkative and held a dominant role in the peer review sessions. She held the floor for most of the first peer review. She and Hannah go back and forth. But as Megan overlapped and interrupted more and more, Hannah spoke less. Peer members speaking less lead to fewer suggestions given to Megan and as such, the chance that comments were taken up became lower. Megan used the main channel and the suggestions she gave to other members to revise her own paper. Megan, like Gabby, showed that she had taken up a comment by rephrasing it into her own words and focusing on issues that she already knew she needed to change. The other members also confirmed the use of the main channel by staying in the backchannel and agreeing with what the main channel speaker stated. Megan guided the talk with topics she wanted to discuss, answered her own questions, and interrupted the other peer members. She changed her tactics in the second peer review session as Gabby came into the group. She used more backchanneling to move the conversation forward and took on more of a listening role in the second peer review. Based on what Megan stated in her retrospective interview, Megan gained more insight into her own writing by talking it out, which is very similar to the research findings of Dowse and Rensburg. As such, by not being able to talk as much in the second peer review, she did not make any changes to the workshop draft. Megan's control of the main channel directly influenced the amount of revisions she made. By the third peer review session, Megan moved back to her original talking pattern. She and Gabby overlapped much of the time, but Megan still was able to guide the conversation of her paper

with what she wanted to discuss.

To what extent do students' self-determined roles and hierarchies and their resulting interaction inform participant revision?

When Gabby made revisions, she usually focused on the same items: wordiness, adding a title, transitions, and formatting. For instance, in her Major Project 1 she added a title, created a bulleted list out of a long paragraph, condensed paragraphs, deleted a sentence, and added transitions. She was very concerned about having too much detail in her papers and focused on this throughout her papers. But, most of her changes are specific to one or two pages of her document, especially the beginning. For example, in Major Project 2 revisions she only changed the first two pages of a five page draft. In Major Project 3 though, she added information about discourse communities and referenced the textbook. She added a title and changed words/sentences. Her third paper included the most changes between the first draft and the second draft. She took out details, added more about discourse community, added transitions, and worked on her fixing wordy phrases and sentences. Most of these changes came from either peer review or the professor or both.

Megan's revisions were not as consistent as Gabby's. Megan did not make any revisions to the workshop draft for her first two papers. Instead, she decided to make changes to the first paper after she received the professor's written comments and not make any revisions for the second paper. In her third draft of the first paper though, she changed the title, changed the structure, added transitions, fixed the conclusion, and fixed grammar issues. She also worked on the conclusion in the third paper. She noted that she used the other peer review members'

conclusions as exemplar texts for her to base her conclusion from. After speaking with the peer review group about her paper, Megan added detail to the end of her paper and clarified information for the reader. Though the changes were not expansive, they were a direct reflection of what she talked about in the peer review sessions.

All revision that the case study members made were based on suggestions they received from other sources. In both cases, the last paper included the most revisions to the workshop draft. This coincides with the more direct feedback given in the third peer review session. As Lam argued in his article, better feedback helps students improve their own writing by comparing and contrasting their own paper's with that of their peers' papers. Also, revisions tended to be made in the third draft which links to Covill's research points out that formal peer review helped students revise because they were forced to look at their papers from a different perspective before the due date. Students in Professor Bryan's class were required to turn in a workshop draft five days before the initial submission and were given the opportunity to make any needed revisions by the end of the semester. As such, revisions, though not extensive, were completed because the professor gave students the opportunity to negotiate new meaning of their own papers before the initial due date and after the initial submission. Without this, peer review may not have been helpful to students.

The two case studies show that social dynamics in the peer review group do have an influence on the uptake of comments. But, that the influences of these dynamics were dependent on the person. For instance, even though the two case studies are very similar in their use of assertive talk during peer review sessions, how they show an uptake of comments is very

different. Both members show dominant roles, they interrupt and overlap each other often, and create a power struggle between the two of them at times. Also, the entire group has a pattern of giving positive comments before sharing suggestions for change. But, when it comes to the uptake of comments, Gabby shows that she is taking up a comment by giving a definitive statement of acceptance while Megan tends to take up comments when she talked about the suggestion more. Megan shows this when she takes up more comments during peer review sessions where she has most control over the main channel or when she can rephrase the advice she is given into her own words. Rish shares the theory that conversations among groups show “the shifting nature of social contexts as multiple, overlapping sites of engagement that were proposed, rejected, taken up momentarily and sustained for long stretches of time” (17). Students’ ability to uptake comments in different ways during my study reiterates Rish’s thoughts about how changing interactions and social dynamics do influence student writing.

Other influential factors that influence the dynamics and uptake of comments include the ability to guide the peer review session of their own paper or the amount of backchanneling that keeps the speaker in the main channel. Both case studies show the group members being able to talk about the issues they already thought needed to be changed and knew were already weaknesses. Johnson, in his article “Friendly Persuasion,” notes how when students are given the opportunity to pick their own topics, they are more likely to use the information brought up in those conversations. Due to the fact that students had the choice to move the discussion in the direction they wanted the conversation created an opportunity for negotiation of meaning amongst the group and within the writer. Also, the other group members tend to backchannel

often to keep the main speaker going. The main channel speaker feels affirmation for what they are already thinking which causes an uptake of a comment. Only when the main speaker firmly agrees with the necessity of the comment do they take it up for revision.

Implications

Implications of Research

This research contributes to methodological approaches to understanding both the dynamic interactions that animate peer review sessions and how those interactions inform students' subsequent revisions. My research methods included a cross section of data collection. I conducted retrospective interviews for each of my case study participants. The interviews helped me narrow my focus on which revisions occurred between different drafts and gave me reasons for why revisions were made. The audio recordings of each peer review session enabled me to see how students used overlapping speech and backchanneling to interact within a peer review. I also collected all the submitted papers from each case study member in order to make correlations between suggestions made in the peer review sessions. By including both types of data collection, I made direct connections between talk and comment uptake. I was able to limit any extraneous variables because I only observed female students within one semester of one particular course. The multiple types of data enabled me to look at all different sides of this research project. In order to understand interaction and how it impacts revision, I had to look at each aspect of a student's' writing process from drafting and revision to talk about that writing.

But, even with my complete project, I was limited by time and availability of participants. As such, my research can be expanded to include many more aspects of peer review interaction.

Future research could consider how gestures and body language influence the dynamics of peer review and the resulting uptake of comments. Specifically, Isabelle Thompson notes that all types of interactions (verbal and nonverbal) help students use information gained during the interaction. Also, certain gestural interactions can show power structures within the group and allow for students to react based on the body language of the other members in the group. I observed the participants in my study using their hands, reaching over other students, taking notes, using phones, and fidgeting during the peer review sessions. But, I was not able to videotape my participants in order to analyze how those movements informed meaning-making among those involved in peer review. Instead, I focused on the social dynamics represented in conversation. Gaining information about gestures and how students use their body could show a different side of power structures in peer review. Would the conversation power structures match those of the body language being presented? Would they work together? It would also allow for the research to include if students took notes to show their uptake of a comment. Without video, this is impossible to determine from the observation notes that I took.

Future research on this topic would also benefit from more in depth interviews with case study participants in order to understand why other sources were more valued than others. More detailed, in-depth interviews would enable researchers to see specifics into how other resources were used and why. Specifically, more research could be collected to include what advice was given during Writing Center sessions, conversations with the professor, or written comments

from the professor. Without these, my research is limited to the peer review interaction and direct correlations between statements and revision. Though I completed brief text-based interviews at the end of each peer review statements, they were not complete enough for me to take information from. Instead, more focused text-based interviews on participants' actual drafts could provide a more detailed look at the kinds of changes participants made and the reasons why they made them.

Future research on this topic would benefit from a more diverse population of participants. I randomly selected three females for my study. It would be helpful to understand if the way these students talk is only synonymous with all female groups or if they are synonymous with multiple genders represented in the study. Other diversity could be shown through ethnicity, multiple languages, or even age. As such, future researchers could include more peer review groups in the same class in order to compare and contrast the dynamics, conversations, and revisions of each group type. By having a more diverse population of participants, it would be easier to understand if these findings are consistent among other peer review groups or if each peer review is completely situational in nature. Future research could also follow participants' writing for other classes that participants take during the same semester as well as for other classes they take in the future. By adding multiple courses or a longitudinal study, researchers could get a sense of the extent to which peer review interactions might be informing writing for other classes beyond first-year composition. Adding more courses could also allow for a sense of how broadly peer review interactions might be informing participants' writing.

Implications for Teaching

Teachers can benefit from this research by using it to make more effective peer review sessions in their classrooms. Based on the review of previous research, scaffolding and peer review practice is beneficial to students. Barron states that practicing peer review with a model increases students' ability to evaluate writing. In my study, the students became better at giving feedback the more sessions they completed. Teachers can use this information to give students multiple opportunities to practice peer review. Completing model peer review sessions or practice peer review sessions before they do one on their own has been shown to be very beneficial. Students also need more time to work on revisions. Teachers can make mini deadlines for students to be sure that revision is brought into the curriculum and that students are required to show changes that are made. Due to standardized writing in the K-12 system, students tend to think that their first draft is their only draft. By college, students are required to reframe this thinking in order to get into the habit of revising. If model peer review sessions are not available, students may benefit from being given multiple peer review sessions on the same paper. In my study, the professor completed a discussion about peer review feedback (with handouts) to help students scaffold their understanding of how peer review sessions should work. Effective peer review training, like what Lam, Flynn, Barron, and Zhu suggest, helps students improve writing by giving students the confidence to construct better feedback. Overall, students benefit from both peer feedback and teacher feedback as it gives them a physical audience. Dipardo and Freedman note that both teacher and peer support is essential to improving each students' abilities. Students can frame their ideas better by using both resources. As long as students know

the importance of peer review and that the peer review group is a concrete audience that they can write to, their writing should improve.

Teachers should also recognize that students need to have equal opportunity to talk about their ideas. Bruffee notes that teacher facilitated conversations help students negotiate meaning and take more from conceptual knowledge. As such, teachers should strategically group students based on students' needs and communication style. Some students may not feel as comfortable speaking if grouped with students that are very assertive and dominant while dominant speakers seem to be fine when grouped with other leaders. A more comfortable environment may result in students taking and giving more feedback. If students learn ways to collaborate and communicate with others, it may improve the amount of comments that are used to revise writing. Teachers can introduce question and sentence stems, such as "I agree with this but,..." or "can you clarify.." to help students understand how they are supposed to communicate in a group. Students should be given the opportunity to practice using to show that they will take up the comment in their revision. This, in conjunction with strong feedback and communication during peer review sessions, should result in better writing by the end of a course.

APPENDIX A: GABBY’S MAJOR PROJECT 1 WORKSHOP DRAFT

Gabrielle Edrich

Professor Bryan

ENC 1101

7 February 2016

Everyone has the ability to talk to someone. There is always a purpose someone decides to say something. This means that communication is always motivated and situated.

Communication can come in forms such as writing and speaking. Every conversation we have whether it comes from an author to a reader, or two people talking, it is important to remember that there is always a meaning to it. This persuasive and motivated communication is what we know as *rhetorical situations*. Rhetorical situations exist in any conversation we have with another person. There are four different parts to a rhetorical situation such as rhetor, audience, exigence, and constraints. “A rhetor(s) is/are those people, real or imagined, responsible for the discourse and its authorial voice (Grant-Davie, 354)”. “The audience(s) is/are the people, real or imagined with whom rhetors negotiate through discourse to achieve rhetorical objectives (Grant-Davie, 355)”. “Exigence(s) is/are the matter and motivation of the discourse (Grant-Davie, 351)”. And “constraints are the factors in the situation’s context that may affect the achievement of the rhetorical objectives (Grant-Davie, 356)”. All of these terms combine into rhetorical situations that we use in our daily lives. As I have been progressing through writing, I have learned so many new terms and ideas that I can contribute into my future essays and papers, but here I will be talking about my past as a writer. I would love to give credit to my textbook *Writing about Writing*. There are many authors that have made these techniques easier for me to

understand. These authors include Keith Grant-Davie, Victor Villanueva, Kevin Roozen, and Emily Strasser. Each of these authors has a different skill to explain and now is the time to incorporate these techniques into my past experiences as a writer.

All of my past situations as a writer began when I was younger, in this case my freshman year of high school. When I was in color guard as a freshman, I always looked up to my captains. I saw how they lead the guard with such confidence; it gave them a sense of pride and accomplishment. Only seniors were allowed to have the captain position for they have had the most experience. Even though there were many tasks and responsibilities included with the position, the captains made it look so simple. When the applications came out for 2015, I knew I would be the perfect fit. When I read the requirements to apply my junior year, I had to write an essay explaining why I would be the best choice as captain. For one thing, I was pretty confident in knowing who my audience was, the fifty-member color guard and my band director. My band director was the person to make the final decision. Knowing my audience sure did give me a boost of confidence. I knew I had to speak their language as in knowing how to talk to them as their friend but also separating the fact that I am their captain; I knew I had to make sure that there was always a time to have fun however, there was a time to be serious and work. To me, when writing a paper to apply for a certain position, it is important to know your audience and their background because it would make it easier to get your point across. But in contrast, Keith Grant-Davie states in his *Rhetorical Situations and Their Constituents* that, “writers cannot be certain who their audiences are (Grant-Davie, 355).” But in my case, I was positive in knowing my audience. My true inspiration to become captain was having my older sister as captain my

junior year. She was the greatest captain the guard has ever had and I knew from the moment she graduated and ended her position, I knew I could take her place and carry on the job. Then in the beginning of my senior year I finally got the spot and that was the start of my journey as the 2015 color guard captain. From this experience, I was learned how to connect to my audience whether I knew them or not as well as pick a tone that would relate easily.

Continuing with my adventure through writing, the next major essay that I had to come across was my college admissions essay. Applying to the University of Central Florida was terrifying as it was, but writing the essay about how I would be a good addition to the university made it much worse; this essay had to be perfect. In this case, Grant-Davie was completely right on the fact that I wasn't certain on whom my audience was. And I was pretty sure that the audience didn't know who I was personally. However, moving from the audience topic, another author from the textbook Emily Strasser writes about how writing should be more than structured sentences and word choices in her article *Writing What Matters*. Emily stated, "the assignments that mattered most were those in which I used persuasive and analytical skills in personally meaningful writing (Strasser, 2000)." With this statement, I completely agree with how she displays her argument. When I first wrote my college admissions essay, I thought that I had to display a very serious tone to show that I was determined to get into this university. However, my second thought about this essay was it was my only opportunity for the school to get to know me without looking at a bunch of numbers from test scores, so I had to use a tone that would match my personality. From reading my textbook, I came across a statement that really stood out to me. The main idea of it was that it is important for the reader to know the author's background

to get a fuller understanding of the message they are trying to convey. I felt this statement really related to my idea of writing to get into college. If the admissions board got a deeper meaning of who I was and where I was coming from, they would know my background just a little more. In my essay I wanted to include many details about my high school experiences and how I have gained leadership skills as well as performance skills. Using my past years in color guard, I knew I had a desire to join the Marching Knights. So going back to my essay, I wanted the admissions board to know that I wanted to go to UCF for more than just my education. I wanted to go beyond just studying and join clubs and be involved with the student life on campus. Strasser brings up a great point supporting how I wanted to include my desires by stating “writing and education are useless tools if they fail to speak to a student’s life, experience, and passions (Strasser, 200).” I completely agree with this statement for it clearly shows how I wanted the admissions board to get to know me on a deeper level. From this experience, I have gained the skill of writing an essay that really *is* me.

Last but not least, the third biggest assignment I was absolutely blessed to have was auditioning for the U.S. Army All-American Marching Band. This band features the top 125 marching band and color guard members from across the United States. Students are nominated by their band directors in the fall of their junior year, submit application materials in the spring of their junior year and are notified of acceptance in late July. Members receive a selection tour stop at their school during the fall of their senior year and an all-expenses paid trip to bowl week in San Antonio, Texas during January of their senior year. The application process for this marching band was very demanding. The part of the application that I would like to talk about is

a video we had to make explaining why we deserve to become a member of the All-American Marching Band. This video was basically writing an essay except for the fact we had to explain ourselves to the camera instead of writing it down. The reason we had to show a video presentation is because the committee wanted to see what we looked like and they wanted to see our personalities and how we attempted to convey our message. This is exactly what Emily Strasser was talking about along with my college admissions paper, incorporating our personalities was an important factor. I took great interest in the way we didn't have to write an essay to show our personalities through writing words, I felt talking and *communicating* with the committee was more effective in this process.

Other than giving credit to the authors in *Writing about Writing*, there are a few other people I would like to acknowledge. An English teacher that I had in eighth grade, Mr. Locke was one of the best instructors I have had in all my years of school. He is someone that has totally helped me improve my writing skills. He was the teacher who transformed my writing from five paragraph essays to five page essays. Mr. Locke always made sure my writing was to the best of my ability. Looking at my progress from my elementary writing to my writing in eighth grade, I have seen a great improvement. Then from eighth grade to now, I can see how my writing has become acceptable for college matters and beyond.

As I have written throughout my years, a tip that I have come across is how reading improves writing skills over time. As you read and come to a term you are not familiar with, it is important to go to a dictionary and research what the term means. Using this technique can help you learn stronger words and incorporate them into your essays and papers. These words can

strengthen your word choice which can enhance your essay. From this skill, I have learned that writing can progress over time.

From my past experiences as a writer, I have absorbed so much information that can only benefit me in the future when applying for jobs and possibly medical schools. I have accepted the fact that we all make mistakes and it is our only best to learn from them. Keith Grant-Davie and Emily Strasser have helped me see other perspectives of writing and reading their stories has only given me a greater advantage in my works.

Citation:

Wardle, Elizabeth A., and Doug Downs. *Writing about Writing: A College Reader*.

Boston: Bedford/St. Martins, 2011. Print.

APPENDIX B: GABBY'S MAJOR PROJECT 1 INITIAL DRAFT

Gabrielle Edrich

Professor Bryan

ENC 1101

7 February 2016

The Power of an Audience

Everyone has the ability to talk to someone. There is always a purpose someone decides to say something. This means that communication is always motivated and situated.

Communication can come in forms such as writing and speaking. Every conversation we have whether it comes from an author to a reader, or two people talking, it is important to remember that there is always a meaning to it. This persuasive and motivated communication is what we know as *rhetorical situations*. Rhetorical situations exist in any conversation we have with another person. There are four different parts to a rhetorical situation such as rhetor, audience, exigence, and constraints.

- “A rhetor(s) is/are those people, real or imagined, responsible for the discourse and its authorial voice.”
- “The audience(s) is/are the people, real or imagined with whom rhetors negotiate through discourse to achieve rhetorical objectives.”
- “Exigence(s) is/are the matter and motivation of the discourse.”
- “Constraints are the factors in the situation’s context that may affect the achievement of the rhetorical objectives.” (Grant-Davie 351-354)

All of these terms combine into rhetorical situations that we use in our daily lives. As I have

been progressing through writing, I have learned so many new terms and ideas that I can contribute into my future essays and papers, but here I will be talking about my past as a writer and focusing on the audience. There are many authors that have made these techniques easier for me to understand. These authors include Keith Grant-Davie, Victor Villanueva, Kevin Roozen, and Emily Strasser. Each of these authors has a different skill to explain and now is the time to incorporate these techniques into my past experiences as a writer.

Keith Grant-Davie states in his *Rhetorical Situations and Their Constituents* that, “writers cannot be certain who their audiences are.” (Grant-Davie 355) All of my past situations as a writer began when I was younger, in this case my freshman year of high school. When I was in color guard as a freshman, I always looked up to my captains. I saw how they lead the guard with such confidence; it gave them a sense of pride and accomplishment. Only seniors were allowed to have the captain position for they have had the most experience. Even though there were many tasks and responsibilities included with the position, the captains made it look so simple. When the applications came out for 2015, I knew I would be the perfect fit. When I read the requirements to apply my junior year, I had to write an essay explaining why I would be the best choice as captain. For one thing, I was pretty confident in knowing who my audience was, the fifty-member color guard and my band director. My band director was the person to make the final decision. Knowing my audience sure did give me a boost of confidence. I knew I had to speak their language as in knowing how to talk to them as their friend but also separating the fact that I am their captain; I knew I had to make sure that there was always a time to have fun however, there was a time to be serious and work. To me, when writing a paper to apply for a

certain position, it is important to know your audience and their background because it would make it easier to get your point across. In my case, I was positive in knowing my audience. My true inspiration to become captain was having my older sister as captain my junior year. She was the greatest captain the guard has ever had and I knew from the moment she graduated and ended her position, I knew I could take her place and carry on the job. Then in the beginning of my senior year I finally got the spot and that was the start of my journey as the 2015 color guard captain. From this experience, I was learned how to connect to my audience whether I knew them or not as well as pick a tone that would relate easily.

Continuing with my adventure through writing, the next major essay that I had to come across was my college admissions essay. Applying to the University of Central Florida was terrifying as it was, but writing the essay about how I would be a good addition to the university made it much worse; this essay had to be perfect. In this case, Grant-Davie was completely right on the fact that I wasn't certain on whom my audience was. And I was pretty sure that the audience didn't know who I was personally. However, moving from the audience topic, another author from the textbook Emily Strasser writes about how writing should be more than structured sentences and word choices in her article *Writing What Matters*. Emily stated, "the assignments that mattered most were those in which I used persuasive and analytical skills in personally meaningful writing." (Strasser 200). With this statement, I completely agree with how she displays her argument. When I first wrote my college admissions essay, I thought that I had to display a very serious tone to show that I was determined to get into this university. However, my second thought about this essay was it was my only opportunity for the school to get to know

me without looking at a bunch of numbers from test scores, so I had to use a tone that would match my personality. From reading my textbook, I came across a statement that really stood out to me. The main idea of it was that it is important for the reader to know the author's background to get a fuller understanding of the message they are trying to convey. I felt this statement really related to my idea of writing to get into college. If the admissions board got a deeper meaning of who I was and where I was coming from, they would know my background just a little more. In my essay I wanted to include many details about my high school experiences and how I have gained leadership skills as well as performance skills. Using my past years in color guard, I knew I had a desire to join the Marching Knights. So going back to my essay, I wanted the admissions board to know that I wanted to go to UCF for more than just my education. I wanted to go beyond just studying and join clubs and be involved with the student life on campus. Strasser brings up a great point supporting how I wanted to include my desires by stating "writing and education are useless tools if they fail to speak to a student's life, experience, and passions." (Strasser 200) I completely agree with this statement for it clearly shows how I wanted the admissions board to get to know me on a deeper level. From this experience, I have gained the skill of writing an essay that really *is* me.

Last but not least, the third biggest assignment I was absolutely blessed to have was auditioning for the U.S. Army All-American Marching Band. This band features the top 125 marching band and color guard members from across the United States. Students are nominated by their band directors in the fall of their junior year, submit application materials in the spring of their junior year and are notified of acceptance in late July. Members receive a selection tour

stop at their school during the fall of their senior year and an all-expenses paid trip to bowl week in San Antonio, Texas during January of their senior year. The application process for this marching band was very demanding. The part of the application that I would like to talk about is a video we had to make explaining why we deserve to become a member of the All-American Marching Band. This video was basically writing an essay except for the fact we had to explain ourselves to the camera instead of writing it down. The reason we had to show a video presentation is because the committee wanted to see what we looked like and they wanted to see our personalities and how we attempted to convey our message. This is exactly what Strasser was talking about along with my college admissions paper, incorporating our personalities was an important factor. I took great interest in the way we didn't have to write an essay to show our personalities through writing words, I felt talking and *communicating* with the committee was more effective in this process.

From my past, these specific experiences have really impacted my view on audience. I have seen how an audience can differ depending on the situation. From all of my essays, I have learned how important it is to know your audience and know what they are expecting from you even if you have never met them personally. Strasser and Grant-Davie have explained their views on how an audience is such a vital factor in writing. They both have different ways of explaining how an audience depicts your tone as well as how your message is being conveyed to that certain audience.

From my past experiences as a writer, I have absorbed so much information that can only benefit me in the future when applying for jobs and possibly medical schools. I have accepted

the fact that we all make mistakes and it is our only best to learn from them. Keith Grant-Davie and Emily Strasser have helped me see other perspectives of writing and reading their stories has only given me a greater advantage in my works.

Citation:

Grant-Davie, Keith. "Rhetorical Situations and Their Constituents." *Writing About*

Writing: A College Reader. 347-64. Print.

Strasser, Emily. "Writing What Matters: A Student's Struggle to Bridge the

Academic/Personal Divide." *Writing About Writing: A College Reader*. 199-205. Print.

Wardle, Elizabeth A., and Doug Downs. *Writing about Writing: A College Reader*.

Boston: Bedford/St. Martins, 2011. Print.

APPENDIX C: GABBY’S MAJOR PROJECT 1 REVISION DRAFT

Gabrielle Edrich

Professor Bryan

ENC 1101

7 February 2016

The Power of an Audience

Everyone has the ability to talk to someone. There is always a purpose someone decides to say something. This means that communication is always motivated and situated. Communication can come in forms such as writing and speaking. Every conversation we have whether it comes from an author to a reader, or two people talking, it is important to remember that there is always a meaning to it. This persuasive and motivated communication is what we know as *rhetorical situations*. Rhetorical situations exist in any conversation we have with another person. There are four different parts to a rhetorical situation such as rhetor, audience, exigence, and constraints.

- “A rhetor(s) is/are those people, real or imagined, responsible for the discourse and its authorial voice.”
- “The audience(s) is/are the people, real or imagined with whom rhetors negotiate through discourse to achieve rhetorical objectives.”
- “Exigence(s) is/are the matter and motivation of the discourse.”
- “Constraints are the factors in the situation’s context that may affect the achievement of the rhetorical objectives.” (Grant-Davie 351-354)

All of these terms combine into rhetorical situations that we use in our daily lives. As I have been progressing through writing, I have learned so many new terms and ideas that I can contribute into my future essays and papers, but here I will be talking about my past

as a writer and focusing on the audience. There are many authors that have made these techniques easier for me to understand. These authors include Keith Grant-Davie, Victor Villanueva, Kevin Roozen, and Emily Strasser. These authors have a different skill to enhance writing and I felt that there is no better time to use their tips than now.

Commented [GE1]: Felt this sentence was too wordy.

Keith Grant-Davie states in his *Rhetorical Situations and Their Constituents* that, "writers cannot be certain who their audiences are." (Grant-Davie 355) All of my past situations as a writer began when I was younger, in this case my freshman year of high school. As a freshman in color guard, I always looked up to my captains. I saw how they lead the guard with such confidence; it gave them a sense of pride and accomplishment. Only seniors were allowed to have the captain position for they have had the most experience. Even though there were many tasks and responsibilities included with the position, the captains made it look so simple.

Commented [GE2]: Shorter and sweeter beginning

When the applications came out for 2015, I knew I would be the perfect fit. When I read the requirements to apply my junior year, I had to write an essay explaining why I would be the best choice as captain. For one thing, I was pretty confident in knowing who my audience was, the fifty-member color guard and my band director. My band director was the person to make the final decision. Knowing my audience sure did give me a boost of confidence. I knew I had to speak their language as in knowing how to talk to them as their friend but also separating the fact that I am their captain; I knew I had to make sure that there was always a time to have fun however, there was a time to be serious and work. To me, when writing a paper to apply for a certain position, it is important to know your audience and their background because it would make it easier to get your point across. In my case, I was positive in knowing my audience. My true

Commented [GE3]: Delete, form of repetition

inspiration to become captain was having my older sister as captain my junior year. She was the greatest captain the guard has ever had and I knew from the moment she graduated and ended her position, I knew I could take her place and carry on the job. Then in the beginning of my senior year I finally got the spot and that was the start of my journey as the 2015 color guard captain. From this experience, I was learned how to connect to my audience whether I knew them or not as well as pick a tone that would relate easily.

Getting a better understanding of tone, the next major essay that I had to come across was my college admissions essay. Applying to the University of Central Florida was terrifying as it was, but writing the essay about how I would be a good addition to the university made it much worse; this essay had to be perfect. In this case, Grant-Davie was completely right on the fact that I wasn't certain on whom my audience was. And I was pretty sure that the audience didn't know who I was personally. However, moving from the audience topic, another author from the textbook Emily Strasser writes about how writing should be more than structured sentences and word choices in her article *Writing What Matters*. Emily stated, "the assignments that mattered most were those in which I used persuasive and analytical skills in personally meaningful writing." (Strasser 200). With this statement, I completely agree with how she displays her argument.

When I first wrote my college admissions essay, I thought that I had to display a very serious tone to show that I was determined to get into this university. However, my second thought about this essay was it was my only opportunity for the school to get to know me without defining me from test scores, so I had to use a tone that would match my personality. From reading my textbook, I came across a statement that really stood

Commented [GE4]: Transition from one paragraph to the next.

Commented [GE5]: Just sounds letter to me, more condensed sentence.

out to me. The main idea of it was that it is important for the reader to know the author's background to get a fuller understanding of the message they are trying to convey. I felt this statement really related to my idea of writing to get into college. If the admissions board got a deeper meaning of who I was and where I was coming from, they would know my background just a little more. In my essay I wanted to include many details about my high school experiences and how I have gained leadership skills as well as performance skills. Using my past years in color guard, I knew I had a desire to join the Marching Knights. So going back to my essay, I wanted the admissions board to know that I wanted to go to UCF for more than just my education. I wanted to go beyond just studying and join clubs and be involved with the student life on campus. Strasser brings up a great point supporting how I wanted to include my desires by stating "writing and education are useless tools if they fail to speak to a student's life, experience, and passions." (Strasser 200) I completely agree with this statement for it clearly shows how I wanted the admissions board to get to know me on a deeper level. From this experience, I have gained the skill of writing an essay that really *is* me.

Gaining an experience of writing about myself really helped with the audition of the U.S. Army All-American Marching Band. This band features the top 125 marching band and color guard members from across the United States. Students are nominated by their band directors in the fall of their junior year, submit application materials in the spring of their junior year and are notified of acceptance in late July. Members receive a selection tour stop at their school during the fall of their senior year and an all-expenses paid trip to bowl week in San Antonio, Texas during January of their senior year.

Commented [GE6]: Transition from writing about myself to how I used writing about myself to the marching band audition.

For what this marching band does, the application process was very demanding. A part of the application required me to prepare a video explaining why I deserved to become a member of the All-American Marching Band. This video was basically writing an essay except we had to explain ourselves to the camera instead of writing it down. The goal of this video was to view the personalities of the people auditioning and to get an idea of how we would convey our message. This is exactly what Strasser was talking about along with my college admissions paper, incorporating our personalities was an important factor. I took great interest in the way we didn't have to write an essay to show our personalities through writing words, I felt talking and *communicating* with the committee was more effective in this process.

Writing from paper to giving a message through a video has really given me a whole new view on audience. I have seen how an audience can differ depending on the situation. I have realized how much of a benefit it is to be able to know your audience no matter who it is. Strasser and Grant-Davie have explained their views on how an audience is such a vital factor in writing. They both have different ways of explaining how an audience depicts your tone as well as how your message is being conveyed to that certain audience.

From my past experiences as a writer, I have absorbed so much information that can only benefit me in the future when applying for jobs and graduate schools. I have accepted the fact that we all make mistakes and it is our only best to learn from them. Keith Grant-Davie and Emily Strasser have helped me see other perspectives of writing and reading their stories has only given me a greater advantage in my works.

Commented [GE7]: Knowing that the band has a huge regard, the application was bound to have high expectations.

Commented [GE8]: Condensed sentence on a part of the application was expected.

Commented [GE9]: Condensed sentence about what the video had to have.

Commented [GE10]: Transition from one paragraph to another because this sentence flows from the last paragraph to this one.

Commented [GE11]: Shortened sentence. Too wordy about how it is important to know your audience.

APPENDIX D: GABBY'S MAJOR PROJECT 1 REFLECTION

Major Project 1 Reflection

I knew this essay was pretty good to me especially for our first major project but I knew it wasn't perfect. I tried to use the 5 paragraph technique but obviously that didn't work out too well so I split the huge paragraphs into smaller ones to try and organize the essay a little more. I also saw that my transitions were very poor so I tried to fix those and while doing that, I felt that my ideas would be able to flow from one idea to the next and give the essay a smoother tone. I went through the middle of the paragraphs and tried to delete and reword some of my sentences because they just seemed so wordy and repetitive and I am trying to avoid that.

APPENDIX E: GABBY’S MAJOR PROJECT 2 WORKSHOP DRAFT

Gabrielle Edrich

Professor Bryan

ENC 1101

1 March 2016

A Perspective on Writing

The person I chose for this profile is a very close friend of mine, Talya Kohan. Talya is from St. Petersburg, Florida and she is 18 years old. I held two full interviews with Talya and I definitely know a lot more about her than I did when we met. Talya is currently a freshman at UCF with a major of bio-med and a minor in Spanish. The reason why I chose Talya for this profile is because she is someone who works very hard and she writes a lot of papers and lab reports for her major. I felt that with all the work she has accomplished, it would be cool for her to share it with me so I could get a better view of what her major consists of. With my major of health sciences, I found that the process of gathering information could come easy to me and we could relate on what questions were being asked.

Talya's family brought her up with a Jewish background. I am also Jewish so I thought I could get a better understanding on how her religion has had a major influence on her college experience. I asked Talya if her religion had any impact on her writing experiences. "My writing describes the kind of person I am. I am Jewish but that doesn't really affect my writing. However, it does affect how I think about a lot of things." From this, I could relate to how religion plays a huge role in our daily lives. Talya's family has always given her much support regardless of the situation. Coming from a very close family, she receives help when she needs

it. In fact, Talya mentioned that she emails her mother when she needs a review on an essay. “I actually email my mom my work and she reads my essays for me because she just understands me and she is able to tell it like it is whether my writing is good or bad.” For me, I believe that when you know you have a good support system behind you, you are able to accomplish a lot of difficult tasks such as writing an essay.

With a major of bio-med, obviously classes are going to become more rigorous as the years go on. With this major, there are many science classes required such as chemistry and biology. Focusing on biology, Talya has many lab reports she has to complete. These lab reports are a big deal because this is what Talya may face for her career. Even though this major may come hard to some people, Talya sees this major as an opportunity to help others while keeping her own interest in the science field. “My favorite thing about my major is that I am able to combine science with helping people and that is something I’ve always wanted to do.” As one of Talya’s close friend, I have always admired her ability to pursue in something that is so dear to her. With support from her family, I hope she knows I am always there if she needs support. In college and you’re away from your family, it is important to make a good circle of friends so you have those people when you are at a low point.

Aside from Talya’s major and personal life, Talya feels that writing is a very important factor in life because let’s face it, writing will always be something we have to do in our lives. “I know writing is going to be something that will be apart of my life forever, pretty much until the day I die. So it’s important to know how to write and communicate with other people.” When it comes to college, there are so many required written assignments. To Talya, these are not her

ideal forms of writing. “I prefer to write what I like to write such as lists, schedules; not so much assignments for school.” I agree with Talya when it comes to required writing assignments. I feel like there is more pressure on the person and therefore I feel the job can’t be done as well. However, even though Talya says she doesn’t prefer required writing assignments, the due date does play a major role. “A due date is my motivation.” Reality is, in college when you don’t turn in an assignment on the due date, you don’t get another chance. The job has to get done and Talya makes that very clear.

Further in the interview, I asked Talya how she gets in the writing mood, or how she writes best, she quickly responded, “I write best when I am under pressure like with a due date. I also need to be listening to music, like piano style because it helps me concentrate.” It has been said that music without words helps concentration and focus. Talya has many techniques when it comes to writing to the best of her ability such as annotating and outlines. Later on, I asked her if she prefers to write on her own or with a group of people. “I prefer to write on my own because I have a particular way of doing things. My ideas don’t flow as well when there are other people in the room.” Reflecting on Talya’s thoughts, she seems very independent and she is definite on what she likes to write. Since Talya likes to write by herself, she told me she prefers to write in her dorm room or a place where she can be alone to help generate her thoughts.

For Talya, this whole journey of writing started with her number one influence. I feel everyone has some influential person in their life that helps get them to where they need to be. “My English teachers in high school have really influenced my writing and they changed my very formulated writings. I was taught that writing doesn’t have to be the typical five paragraph

essay that everyone thinks that it is.” It almost seems like Talya’s enjoyment for writing began in high school because her teachers have showed her a whole new way to write instead of the structured way it is proposed. The way she appreciates her teacher’s style of writing really shows how she pays attention to what instruction is given.

As one of Talya’s close friends, I truly admire her dedication to science and how she incorporates her passion of helping people. She is someone who works very hard and takes writing to the next level. She sees how writing can help her in her daily life and recognizes the importance of having the skill to communicate with others. In the end of the interview, when I asked Talya how she thought about writing in general, she proposed a statement that stood out to me: “I think writing is very interesting because it means something different to everybody and there are so many different forms.” It’s true; Writing is unique to everyone because we all have our own way of displaying ourselves. There is not doubt in my mind that Talya will go beyond with her major because of her perception of writing. I know she will make a huge difference in this world as a geneticist because of her views when it comes to writing.

APPENDIX F: GABBY'S MAJOR PROJECT 2 INITIAL DRAFT

Gabrielle Edrich

Professor Bryan

ENC 1101

6 March 2016

Writing in the Science Field

The person I chose for this profile is a very close friend of mine, Talya Kohan. Talya is from St. Petersburg, Florida and she is 18 years old. I held two full interviews with Talya and I definitely know a lot more about her than I did when we met. Talya is currently a freshman at UCF with a major of bio-med and a minor in Spanish. The reason why I chose Talya for this profile is because she is someone who works very hard and she writes a lot of papers and lab reports for her major. I felt that with all the work she has accomplished, it would be ideal for her to share it with me so I could get a better view of what her major consists of. With my major of health sciences, I found that the process of gathering information could come easy to me and we could relate on what questions were being asked.

Talya's family brought her up with a Jewish background. I am also Jewish so I thought I could get a better understanding on how her religion has had a major influence on her college experience. I asked Talya if her religion had any impact on her writing experiences. "My writing describes the kind of person I am. I am Jewish but that doesn't really affect my writing. However, it does affect how I think about a lot of things." From this, I could relate to how religion plays a huge role in her daily life. When this topic came up, I immediately thought about discourse communities and how religion plays a part in this role. From the book *Writing about*

Writing, John Swales definition of discourse community is “made up of individuals who share ‘a broadly agreed upon set of common goals’”. I found this term to tie greatly to religion because it is a group of people who share a common interest and follow the same rules. I see Judaism as a great example of a discourse community. In Talya’s family, they always give her much support regardless of the situation. Coming from a very close family, she receives help when she needs it. In fact, Talya mentioned that she emails her mother when she needs a review on an essay. “I actually email my mom my work and she reads my essays for me because she just understands me and she is able to tell it like it is whether my writing is good or bad.” For me, I believe that when you know you have a good support system behind you, you are able to accomplish a lot of difficult tasks such as writing an essay.

With a major of bio-med, obviously classes are going to become more rigorous as the years go on. With this major, there are many science classes required such as chemistry and biology. Focusing on biology, Talya has many lab reports she has to complete. These lab reports are a big deal because this is what Talya may face for her career. Even though this major may come hard to some people, Talya sees this major as an opportunity to help others while keeping her own interest in the science field. “My favorite thing about my major is that I am able to combine science with helping people and that is something I’ve always wanted to do.” As one of Talya’s close friend, I have always admired her ability to pursue in something that is so dear to her. With support from her family, I hope she knows I am always there if she needs support. In college and you’re away from your family, it is important to make a good circle of friends so you have those people when you are at a low point.

Aside from Talya's major and personal life, Talya feels that writing is a very important factor in life because let's face it, writing will always be something we have to do in our lives. "I know writing is going to be something that will be apart of my life forever, pretty much until the day I die. So it's important to know how to write and communicate with other people." When it comes to college, there are so many required written assignments. To Talya, these are not her ideal forms of writing. "I prefer to write what I like to write such as lists, schedules; not so much assignments for school." I agree with Talya when it comes to required writing assignments. I feel like there is more pressure on the person and therefore I feel the job can't be done as well. However, even though Talya says she doesn't prefer required writing assignments, the due date does play a major role. "A due date is my motivation." Reality is, in college when you don't turn in an assignment on the due date, you don't get another chance. The job has to get done and Talya makes that very clear.

Further in the interview, I asked Talya how she gets in the writing mood, or how she writes best, she quickly responded, "I write best when I am under pressure like with a due date. I also need to be listening to music, like piano style because it helps me concentrate." It has been said that music without words helps concentration and focus. Talya has many techniques when it comes to writing to the best of her ability such as annotating and outlines. Later on, I asked her if she prefers to write on her own or with a group of people. "I prefer to write on my own because I have a particular way of doing things. My ideas don't flow as well when there are other people in the room." Reflecting on Talya's thoughts, she seems very independent and she is definite on what she likes to write. Since Talya likes to write by herself, she told me she prefers to write in

her dorm room or a place where she can be alone to help generate her thoughts.

For Talya, this whole journey of writing started with her number one influence. I feel everyone has some influential person in their life that helps get them to where they need to be. “My English teachers in high school have really influenced my writing and they changed my very formulated writings. I was taught that writing doesn’t have to be the typical five paragraph essay that everyone thinks that it is.” It almost seems like Talya’s enjoyment for writing began in high school because her teachers have showed her a whole new way to write instead of the structured way it is proposed. The way she appreciates her teacher’s style of writing really shows how she pays attention to what instruction is given.

As one of Talya’s close friends, I truly admire her dedication to science and how she incorporates her passion of helping people. She is someone who works very hard and takes writing to the next level. She sees how writing can help her in her daily life and recognizes the importance of having the skill to communicate with others. In the end of the interview, when I asked Talya how she thought about writing in general, she proposed a statement that stood out to me: “I think writing is very interesting because it means something different to everybody and there are so many different forms.” It’s true; Writing is unique to everyone because we all have our own way of displaying ourselves. There is not doubt in my mind that Talya will go beyond with her major because of her perception of writing. I know she will make a huge difference in this world as a geneticist because of her views when it comes to writing.

APPENDIX G: GABBY'S MAJOR PROJECT 2 REVISION DRAFT

Gabrielle Edrich
Professor Bryan
ENC 1101
6 March 2016

1

Writing in the Science Field

The person I chose for this profile is a very close friend of mine, Talya Kohan. Talya is from St. Petersburg, Florida and she is 18 years old. I held two full interviews with Talya and I definitely know a lot more about her than I did when we met. Talya is currently a freshman at UCF with a major of bio-med and a minor in Spanish. The reason why I chose Talya for this profile is because she is someone who works very hard and most of her time consists of lab reports and essays. I felt that with all the work she has accomplished, it would be ideal for her to share it with me so I could get a better view of what her major consists of. With my major of health sciences, I found that the process of gathering information could come easy to me and we could relate on what questions were being asked.

Some of the questions I asked Talya had to do with her background. Talya comes from a Jewish family. I am also Jewish so I thought I could get a better understanding on how her religion has had a major influence on her college experience. When asking Talya if her writing had any effect on her writing, her reply of "My writing describes the kind of person I am. I am Jewish but that doesn't really affect my writing. However, it does affect how I think about a lot of things" stood out to me. From this, I could relate to how religion plays a huge role in her daily life. When this topic came up, I immediately thought about discourse communities and how religion plays a part in this role. From the book *Writing about Writing*, John Swales definition of

Commented [GE1]: Better sentence to understand Talya's work load.

Commented [GE2]: Transition and a better lead into what this paragraph would be about.

Commented [GE3]: Condensed sentence; too wordy.

Commented [GE4]: Before and after quote seemed like it would be a better transition into the quote. I felt like I just dropped the quote in without really leading up to it.

discourse community is “made up of individuals who share ‘a broadly agreed upon set of common goals’”. I found this term to tie greatly to religion because it is a group of people who share a common interest and follow the same rules. I see Judaism as a great example of a discourse community because it represents a group of people who share a common interest and the same ideas. In Talya’s family, they always give her much support regardless of the situation. Coming from a very close family, she receives help when she needs it. An example of her family’s support is obvious when she states, “I actually email my mom my work and she reads my essays for me because she just understands me and she is able to tell it like it is whether my writing is good or bad.” For me, I believe that when you know you have a good support system behind you, you are able to accomplish a lot of difficult tasks such as writing an essay.

As the years go on with any major, classes are bound to become more rigorous. With this major, there are many science classes required such as chemistry and biology. Focusing on biology, Talya has many lab reports she has to complete. These lab reports are a big deal because this is what Talya may face everyday in her career. In her recent classes, Talya had gained the tools she needed to write a lab report and how to examine it. These lab reports showed different experiments and how to work your way through them. These reports include, hypotheses, observations, and data. Even though this major may come hard to some people, Talya sees this major as an opportunity to help others while keeping her own interest in the science field. She states “My favorite thing about my major is that I am able to combine science with helping people and that is something I’ve always wanted to do.” As one of Talya’s close friends, I have always admired her ability to pursue in something that is so dear to her. With support from her family, I hope she knows I am always there if she needs support. In college and you’re away

Commented [GE5]: DELETE

Commented [GE6]: Condensed sentence about how Judaism is an example of a discourse community.

Commented [GE7]: Seemed like a better lead into the quote about her family’s support.

Commented [GE8]: More condensed sentence to lead into the main idea of this paragraph.

Commented [GE9]: Information on lab reports an how Talya learned to write them and what they consist of.

from your family, it is important to make a good circle of friends so you have those people when you are at a low point.

Commented [GE10]: Delete; doesn't really go along with the main idea.

Commented [GE11]: New transition.

With such a determined mind, writing is something Talya believes will always be apart of our lives because she states, "I know writing is going to be something that will be apart of my life forever, pretty much until the day I die. So it's important to know how to write and communicate with other people." When it comes to college, there are so many required written assignments. To Talya, these are not her ideal forms of writing. Talya has her own set preferences of writing because she said, "I prefer to write what I like to write such as lists, schedules; not so much assignments for school." I agree with Talya when it comes to required writing assignments. I feel like there is more pressure on the person and therefore I feel the job can't be done as well. However, even though Talya says she doesn't prefer required writing assignments, the due date does play a major role in motivation when she states that "a due date is my motivation." Reality is, in college when you don't turn in an assignment on the due date, you don't get another chance. The job has to get done and Talya makes that very clear.

Commented [GE12]: New lead into quote.

Commented [GE13]: Delete; irrelevant.

Commented [GE14]: Lead into quote.

Commented [GE15]: Lead into quote.

In order for the job to get done, I asked Talya how she gets in the writing mood, or how she writes best, she quickly responded, "I write best when I am under pressure like with a due date. I also need to be listening to music, like piano style because it helps me concentrate." It has been said that music without words helps concentration and focus. Talya has many techniques when it comes to writing to the best of her ability such as annotating and outlines. Talya states "I prefer to write on my own because I have a particular way of doing things. My ideas don't flow as well when there are other people in the room." Reflecting on Talya's thoughts, she seems very independent and she is definite on what she likes to write. Writing in a place where it is quiet such as her dorm helps her generate her thoughts and ideas. Since Talya likes to write by herself,

Commented [GE16]: Transition from last paragraph to this one.

Commented [GE17]: Delete; irrelevant.

Commented [GE18]: Condensed sentence.

she told me she prefers to write in her dorm room or a place where she can be alone to help generate her thoughts.

Commented [GE19]: Delete

For Talya, this whole journey of writing started with her number one influence. I feel everyone has some influential person in their life that helps get them to where they need to be. "My English teachers in high school have really influenced my writing and they changed my very formulated writings. I was taught that writing doesn't have to be the typical five paragraph essay that everyone thinks that it is." It almost seems like Talya's enjoyment for writing began in high school because her teachers have showed her a whole new way to write instead of the structured way it is proposed. The way she appreciates her teacher's style of writing really shows how she pays attention to what instruction is given.

Commented [GE20]: Delete. I didn't really add what her number one influence was.

As one of Talya's close friends, I truly admire her dedication to science and how she incorporates her passion of helping people. She is someone who works very hard and takes writing to the next level. She sees how writing can help her in her daily life and recognizes the importance of having the skill to communicate with others. In the end of the interview, when I asked Talya how she thought about writing in general, she proposed a statement that stood out to me: Talya really made me proud to be her friend when she mentioned: "I think writing is very interesting because it means something different to everybody and there are so many different forms." It's true; Writing is unique to everyone because we all have our own way of displaying ourselves. There is not doubt in my mind that Talya will go beyond with her major because of her perception of writing. I know she will make a huge difference in this world as a geneticist because of her views when it comes to writing.

Commented [GE21]: Delete. Too much jabber in one sentence to lead up to the quote.

Commented [GE22]: Added. Short and sweet was to get into the next quote.

APPENDIX H: GABBY'S MAJOR PROJECT 2 REFLECTION

Major Project 2 Reflection

I originally had a hard time coming up with ideas for this project and better yet, the process of writing it. It was a huge benefit to have a friend on campus that I could interview and get a closer understanding of how her major would be in the future. I noticed I did get a little off topic a few times because I probably got stuck and I felt that I needed to add something else to make the essay seem longer (because that is usually a problem of mine). I tried to make the transitions from one paragraph to the next a little smoother and I tried to lead my sentences into the quotes a little smoother. I did add a citation at the bottom of the essay so I know where my work is coming from and the authors can get the credit they deserve.

APPENDIX I: GABBY'S MAJOR PROJECT 3 WORKSHOP DRAFT

Gabrielle Edrich

Professor Bryan

ENC 1101

5 April 2016

Physical Therapy: Past, Present and Future

We live in a century where physical therapy is the 6th most recession-proof job. This means physical therapy is one of many professions that remain high in demand even through a bad economy. Physical therapy has become one of the most desirable jobs of the 21st century due to the essential role in today's health care environment. Ever since world wars, we have lived in a place where health care is at the top of the list. Speaking of world wars, World War I was the time the Army realized they needed to rehabilitate the soldiers that were injured due to the war¹. Therefore, 1917 marked the start of the profession. Later in the 1920s, physical therapists, medical and surgical communities increased in recognition. When World War II came around in the late 1930s, wounded soldiers were able to get the care they needed². Since so many soldiers came home with fractures, wounds and spinal cord injuries, Congress adopted the Hill Burton



Act to increase hospitals and health care facilities to the public. This act led to a higher demand in physical therapy services. The 1950s began as a hard time in terms of gaining independence, autonomy and professionalism. But as time went on, physical therapists began to find new opportunities to improve patients and their functions with newer developments in technology between 1950 and 2000. In the 21st century, the profession of physical therapy has grown substantially with its technology developments and science basis. More people have joined the profession and found satisfaction because they were helping people recover from their injuries.

The American Physical Therapy Association (APTA) is the national professional association representing more than 93,000 physical therapists, physical therapist assistants, and students nationwide. Their mission statement is short but still portrays a powerful message saying: “Transforming society by optimizing movement to improve the human experience.” The APTA has been an organization that has improved the quality of life of individuals by enhancing physical therapy practices, research, and education. APTA has also increased the awareness of the importance of physical therapy in the U.S. health care system.

The APTA has taken part in researching different ways to improve their idea of physical therapy. Physical therapists treated their research separately from their practice. They looked at their research as a smaller part of their profession up until the 1990s. A survey taken in 1990 reported 30 percent of the respondents in selected schools of allied health had not been listed as an author of any journal article. From this percentage, there came a lack of appreciation for the research because it was such a low number, no one thought it was relevant. This turnout seemed like it was lower than the acceptable norm even throughout higher educations.

As communities began to grow stronger and in more of a need of physical therapists, research was becoming an ongoing challenge because the information was turning more complex. Researchers were starting to believe the fact that clinicians didn't manage their patients on evidence. This was in fact true because clinicians had so many patients at once that they didn't have the time to sit and read the peer-review articles that would provide the prerequisite information. This was becoming such a huge problem for the profession itself so there had to be a way to promote the use of requisite information during practice. In 2002, a new idea called Hooked on Evidence³ became part of practice to connect the actions of clinicians and researchers. Hooked on Evidence became a huge benefit in one of the last stages of the Patient/Client Management Process: intervention. Intervention is the interaction of the physical therapist with the patient going through techniques and procedures that change the condition of the patient's diagnosis. Intervention can include: therapeutic exercise, self-care training, home management, community integration, and so many more procedures. Hooked on Evidence has



been such a benefit to thousands of physical therapists and physical therapist students. Currently, there have been about 6,250 extractions obtained from this project. As time goes on, it is expected for the number to continue to rise to reach different types of diagnosis.

Even though Hooked on Evidence was a huge impact on the physical therapy world, it wasn't the only thing to improve this profession. In 1998, a clinical research agenda⁴ began to develop and it was eventually published in 2000. This agenda's purpose was to stimulate relevant research by identifying and communicating the vital information on physical therapy, communicate research priorities to funding organizations, and to always continue to improve the science of physical therapy. This type of agenda can completely transform how clinicians perceive the research provided. This is a whole new way for clinicians and researchers to connect and provide the patients with relevant information and work based off of what is provided.

	Average Response and Average Frequency Score (with Rating Level as Follows)		
	All Respondents	Non-Physio Researchers (Physio)	Clinicians (Non-Physio Researchers)
7) What is the potential of information derived from classification systems, codes and measures for patient classification that can be used to direct/ guide interventions?			
7.1) What measures could be used to classify patients?			
7.1.1) Test from benefits of the patient/ care diagnosis group associated with the ICD-10 Physical Therapy Function, and ICD-10, what are they?	7.44 (3)	7.30 (3)	7.38 (3)
7.1.2) What factors can be used to classify patients with neurological disorders?	6.24 (3)	6.22 (3)	6.43 (3)
7.1.3) What factors can be used to classify patients with chronic disorders?	7.24 (3)	6.99 (3)	7.34 (3)
7.1.4) What factors can be used to classify patients following a cardiovascular disorder?	6.42 (3)	6.68 (3)	6.57 (3)
7.1.5) Do current current strategies differ in people with low back pain compared with people without low back pain, neck, or arm pain?	7.72 (3)	7.80 (3)	7.83 (3)
7.2) What are the psychometric properties of tests and measures used for patient classification?			
7.2.1) What are the psychometric properties of performance-based measures of physical function in patients with chronic disorders?	7.47 (3)	7.47 (3)	7.46 (3)
7.2.2) What are the psychometric properties of functional measures, and how often are they used in the clinic?	7.44 (3)	6.73 (3)	7.34 (3)
7.2.3) What are the psychometric properties of self-report of function and external measures?	6.26 (3)	6.44 (3)	6.18 (3)
7.2.4) What are the psychometric properties of performance-based and self-report measures of physical function designed to predict functional limitations and disability in elderly people?	7.49 (3)	6.99 (3)	7.74 (3)
7.2.5) What are the psychometric properties of the reported better self-report of function?	6.82 (3)	6.79 (3)	6.99 (3)
7.2.6) What are the validity and reliability of assessment of performance of the top 10 patients with low back?	7.74 (3)	6.99 (3)	7.44 (3)
7.2.7) What are the validity and reliability of assessment of performance of the top 10 patients with low back or low back pain?	6.89 (3)	6.79 (3)	6.99 (3)
7.3) What are the psychometric properties of classification systems?			
7.3.1) What are the validity and reliability of performance-based measures of physical function in patients with chronic disorders?	6.74 (3)	6.43 (3)	6.99 (3)
7.3.2) What are the validity and reliability of the ICD-10 classification system for the clinical system?	7.74 (3)	6.99 (3)	7.74 (3)
7.3.3) What are the psychometric properties of the ICD-10 classification system for the clinical system for patients with low back disorder?	7.74 (3)	6.99 (3)	7.74 (3)
7.4) What are the psychometric properties of classification systems?			
7.4.1) What information from the diagnosis/prognosis is used to guide patient management?	6.82 (3)	6.43 (3)	6.99 (3)
7.4.2) What factors are important in diagnosis/prognosis determination?	6.82 (3)	6.43 (3)	6.99 (3)
7.4.3) What factors are important in diagnosis/prognosis determination?	6.82 (3)	6.43 (3)	6.99 (3)
7.4.4) What information is important in diagnosis/prognosis determination?	6.82 (3)	6.43 (3)	6.99 (3)
7.4.5) What information is important in diagnosis/prognosis determination?	6.82 (3)	6.43 (3)	6.99 (3)
7.4.6) What information is important in diagnosis/prognosis determination?	6.82 (3)	6.43 (3)	6.99 (3)

It doesn't stop there, Hooked on Evidence and the agenda weren't the only great impacts on physical therapy. The last effort to connect clinicians and researchers was an APTA-sponsored conference back in 2009. This was called Vitalizing Practice Through Research and Research Through Practice. From this title, people can take away the fact that you need to be in both positions to understand the importance of each role in this profession. Clinicians are important for the patient interactions and researchers. In this meeting, there were four recommendations that were taken out into consideration. This included:

- The creation of clinical guidelines;
 - This could help clinicians have a smoother interaction with their patients knowing they have a set of rules they have to follow for a sufficient process.
- The development of various sources to collect and store data about different conditions relevant to physical therapy practice;
 - Different sources to supply information about the profession would make it easier to retrieve knowledge because it is stored in a more organized manner.
- A process of collection and storage by a group of experts in research and informatics and;
 - Having a team of experts in research and informatics would be ideal because this would make it simple for clinicians to gather data for their patient's diagnosis, if any.

- The recognition that the consumer must be at the center of efforts to base physical therapy services on evidence.
 - In any profession, the consumer should be the number one priority. In this profession, with every patient comes a new diagnosis, which comes a new set of data for the physical therapist to research. This ties the idea of clinicians and researchers to become one team.

Any profession requires research whether it is math, literature, or science. Specifically, physical therapy demands every piece of information because it is all about helping someone recover from a car accident or a surgery. It is about helping someone walk again, an action people just take for granted. Physical therapists must follow so many rules when it comes to providing information to their patients. The guidelines are essential to make sure their jobs run smoothly. The APTA does a terrific job in putting in their time to continue their research on how they can improve themselves. It seems as though what we know all comes from each other and the information we gather. It is important that we should always try to improve our knowledge by continuing to look for something new.

APPENDIX J: GABBY’S MAJOR PROJECT 3 INITIAL DRAFT

Gabrielle Edrich

Professor Bryan

ENC 1101

10 April 2016

Physical Therapy: Past, Present and Future

We live in a century where physical therapy is the 6th most recession-proof job. This means physical therapy is one of many professions that remain high in demand even through a bad economy. Physical therapy has become one of the most desirable jobs of the 21st century due to the essential role in today's health care environment. Ever since world wars, we have lived in a place where health care is a number one priority. Speaking of world wars, World War I was the time the Army realized they needed to rehabilitate the soldiers that were injured due to the war². Therefore, 1917 marked the start of the profession. Later in the 1920s, physical therapists, medical and surgical communities increased in recognition. When World War II came around in the late 1930s, wounded soldiers were able to get the care they needed due to the addition of



1 FIGURE 19.—Instruction and practice in bandaging techniques, physical therapy course for civilian students, Walter Reed General Hospital, Washington, D.C.

more physical therapists. In the 21st century, the profession of physical therapy has grown substantially with its technology developments and science basis. More people have joined the profession and found satisfaction because they were helping people recover from their impairments.

As more people started to join the profession, The American Physical Therapy Association (APTA) came to be. The APTA is the national professional association representing more than 93,000 physical therapists, physical therapist assistants, and students nationwide. Their mission statement is short but still portrays a powerful message saying: “Transforming society by optimizing movement to improve the human experience.” The APTA has been an organization that has improved the quality of life of individuals by enhancing physical therapy practices, research, and education. The APTA has also increased the awareness of the importance of physical therapy in the U.S. health care system.

The APTA has taken part in researching different ways to improve their idea of physical therapy. Physical therapists treated their research separately from their practice. They looked at their research as a smaller part of their profession up until the 1990s. A survey taken in 1990 reported 30 percent of the respondents in selected schools of allied health had not been listed as an author of any journal article. From this percentage, there came a lack of appreciation for the research because it was such a low number, no one thought it was relevant. This turnout seemed like it was lower than the acceptable norm even throughout higher educations. Therefore, there had to be a way for people to appreciate and recognize the research being put into the profession.

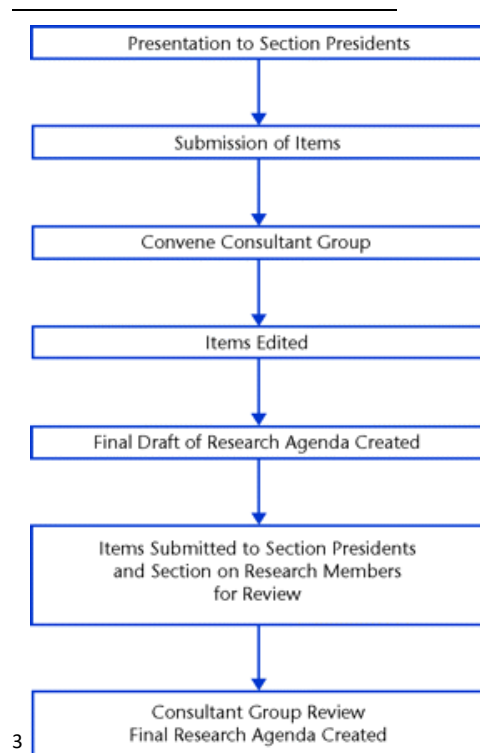
As communities began to grow stronger and in more of a need of physical therapists,

research was becoming an ongoing challenge because the information was turning more complex. Researchers were starting to believe the fact that clinicians didn't manage their patients on evidence. This was in fact true because clinicians had so many patients at once that they didn't have the time to sit and read the peer-review articles that would provide the prerequisite information. This was becoming such a huge problem for the profession itself so there had to be a way to promote the use of requisite information during practice. In 2002, a new idea called Hooked on Evidence² became part of practice to connect the actions of clinicians and researchers. Hooked on Evidence became a huge benefit in one of the last stages of the Patient/Client Management Process: intervention. Intervention is the interaction of the physical therapist with the patient going through techniques and procedures that change the condition of the patient's diagnosis. Hooked on Evidence has been such a benefit to so many people that there have been about 6,250 extractions obtained from this project. As time goes on, it is expected for the number to continue to rise to reach different types of diagnosis. From *Writing About Writing*,



John Swales describes discourse communities as “a group of individuals who share ‘a broadly agreed upon set of common public goals’”. Hooked on Evidence is one great example of a discourse community because it shows the intercommunication between the researchers and clinicians.

Even though Hooked on Evidence was a huge impact on the physical therapy world, it wasn't the only thing to improve this profession. In 1998, a clinical research agenda³ began to develop and it was eventually published in 2000. This agenda's purpose was to stimulate relevant research by identifying and communicating the vital information on physical therapy, communicate research priorities to funding organizations, and to always continue to improve the science of physical therapy. In the diagram below, it shows the process researchers go through in



order to obtain the most evident information. In this process, there are a few different phases to get the agenda complete such as outlining the goal of the agenda, reviewing feedback from consultant groups, revise the items of importance that were submitted by the consultant groups, and create the final draft. The final draft was the most essential part of this process because this research would be the information everyone was going to look for in the future in times of need. This type of agenda can completely transform how clinicians perceive the research provided. This is a document that has the potential to increase the awareness of physical therapy science. This is a whole new way for clinicians and researchers to connect and provide the patients with relevant information and work based off of what is provided.

It doesn't stop there, Hooked on Evidence and the Research Agenda weren't the only great impacts on physical therapy. The last effort to connect clinicians and researchers was an APTA-sponsored conference back in 2009. This was called Vitalizing Practice Through Research and Research Through Practice. From this title, people can take away the fact that you need to be in both positions to understand the importance of each role in this profession. Clinicians are important for the patient interactions and researchers in which case is another example of discourse community. In this meeting, there were four recommendations that were taken out into consideration. This included:

- The creation of clinical guidelines;
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- A process of collection and storage by a group of experts in research and informatics and;
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 - In any profession, the consumer should be the number one priority. In this profession, with every patient comes a new diagnosis, which comes a new set of data for the physical therapist to research. This ties the idea of clinicians and researchers to become one team.

Any profession requires research whether it is math, literature, or science. Specifically, physical therapy demands every piece of information because it is all about helping someone recover from a car accident or a surgery. It is about helping someone walk again, an action people just take for granted. Physical therapists must follow so many rules when it comes to providing information to their patients. The guidelines are essential to make sure their jobs run

smoothly. The APTA does a terrific job in putting in their time to continue their research on how they can improve themselves. It seems as though what we know all comes from each other and the information we gather. It is important that we should always try to improve our knowledge by continuing to look for something new.

APPENDIX K: GABBY'S MAJOR PROJECT 3 REVISION DRAFT

Gabrielle Edrich

Professor Bryan

ENC 1101

10 April 2016

Physical Therapy: Past, Present and Future

We live in a century where physical therapy is the 6th most recession-proof job. This means physical therapy is one of many professions that remain high in demand even through a bad economy. Physical therapy has become one of the most desirable jobs of the 21st century due to the essential role in today's health care environment. Ever since world wars, we have lived in a place where health care is a number one priority. Speaking of world wars, World War I was the time the Army realized they needed to rehabilitate the soldiers that were injured due to the war¹. Therefore, 1917 marked the start of the profession. Later in the 1920s, physical therapists, medical and surgical communities increased in recognition. When World War II came around in the late 1930s, wounded soldiers were able to get the care they needed due to the addition of more physical therapists. In the 21st century, the profession of physical therapy has grown substantially with its technology developments and science basis. More people have joined the



1 FIGURE 18—Instruction and practice in bandaging techniques, physical therapy center for civilian students, Walter Reed General Hospital, Washington, D.C.

profession and found satisfaction because they were helping people recover from their impairments.

As more people started to join the profession, The American Physical Therapy Association (APTA) came to be. The APTA is the national professional association representing more than 93,000 physical therapists, physical therapist assistants, and students nationwide. Their mission statement is short but still portrays a powerful message saying: "Transforming society by optimizing movement to improve the human experience." The APTA has been an organization that has improved the quality of life of individuals by enhancing physical therapy practices, research, and education. The APTA has also increased the awareness of the importance of physical therapy in the U.S. health care system.

As a college student preparing for pretty much the rest of my life, I sat back and thought about something I really care about. I thought about people who don't get the opportunity to walk, run, jump, or even stand. These are all actions that we take for granted; so I thought to myself, how could I make a difference in these people's lives? From that moment on, I knew I wanted to do something that would help other people and also make me feel good about myself. This is something I care about so deeply and I think people who have the same career interest as me feel the same way and have the same outlook for these people. Everyday, someone is in need of help with their bodies and that is when I want to be called, I want to help. Everyday there are new improvements to physical therapy and that is where the APTA shines.

The APTA has taken part in researching different ways to improve their idea of physical therapy. Physical therapists treated their research separately from their practice.

Commented [GE1]: Trying to make it clear that future physical therapists is my audience. Trying to show why I care about this profession and why others should too.

They looked at their research as a smaller part of their profession up until the 1990s. A survey taken in 1990 reported 30 percent of the respondents in selected schools of allied health had not been listed as an author of any journal article. From this percentage, there came a lack of appreciation for the research because it was such a low number, no one thought it was relevant. This turnout seemed like it was lower than the acceptable norm even throughout higher educations. Therefore, there had to be a way for people to appreciate and recognize the research being put into the profession.

As communities began to grow stronger and in more of a need of physical therapists, research was becoming an ongoing challenge because the information was turning more complex. Researchers were starting to believe the fact that clinicians didn't manage their patients on evidence. This was in fact true because clinicians had so many patients at once that they didn't have the time to sit and read the peer-review articles that would provide the prerequisite information. This was becoming such a huge problem for the profession itself so there had to be a way to promote the use of requisite information during practice. In 2002, a new idea called Hooked on Evidence² became part of practice to connect the actions of clinicians and researchers. Hooked on Evidence became a huge



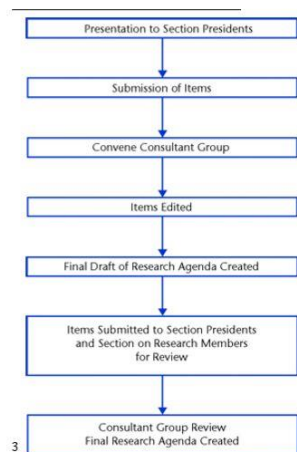
2

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Even though Hooked on Evidence was a huge impact on the physical therapy world, it wasn't the only thing to improve this profession. In 1998, a clinical research

Commented [GE2]: Tried to add more information on discourse communities and how that ties to physical therapy.

agenda³ began to develop and it was eventually published in 2000. This agenda's purpose was to stimulate relevant research by identifying and communicating the vital information on physical therapy, communicate research priorities to funding organizations, and to always continue to improve the science of physical therapy. In the diagram below, it shows the process researchers go through in order to obtain the most evident information. In this process, there are a few different phases to get the agenda complete such as outlining the goal of the agenda, reviewing feedback from consultant groups, revise the items of importance that were submitted by the consultant groups, and create the final draft. The final draft was the most essential part of this process because this research would be the information everyone was going to look for in the future in times of need. This type of agenda can completely transform how clinicians perceive the research provided. This is a document that has the potential to increase the awareness of physical therapy science. This is a whole new way for clinicians and researchers to



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Any profession requires research whether it is math, literature, or science. Specifically, physical therapy demands every piece of information because it is all about helping someone recover from a car accident or a surgery. It is about helping someone walk again, an action people just take for granted. Physical therapists must follow so many rules when it comes to providing information to their patients. The guidelines are essential to make sure their jobs run smoothly. The APTA does a terrific job in putting in their time to continue their research on how they can improve themselves. It seems as though what we know all comes from each other and the information we gather. It is important that we should always try to improve our knowledge by continuing to look for something new.

APPENDIX L: GABBY'S MAJOR PROJECT 3 REFLECTION

Reflection on Major Project 3:

At first I thought this project was very difficult to start on because it was such a broad topic to work with. I wasn't sure if I had the right idea to work with and I really didn't know how to begin the research itself. When I talked to professor Bryan during his office hours, I started to get the idea of the project and he gave me great ideas to work on for the project such as looking up research on my major or physical therapy. From there, I found so much information and I started to develop my thoughts on the type of research physical therapists go through on a daily basis.

When my drafts started to develop, we had peer reviews in class and I got many opinions and a lot of advice on my essay and how I can enhance what I already have written. I was told my essay needed more information on the background of the research and I was told my information was already pretty good. So therefore I had to find a way to add more information without taking any away.

APPENDIX M: MEGAN'S MAJOR PROJECT 1 WORKSHOP DRAFT

Megan Jackman

Professor Matthew Bryan

ENC 1101

1 February 2016

Major Project 1: Literacy Narrative

Throughout my few short weeks in this Composition course, we've been presented with many articles and readings, specifically focusing on rhetorical situations and repurposing. Through these readings, I've been inspired to indulge in and explore my own writings, and how they connect to what the author's of these articles are trying to portray. Understanding how my writings matter and how over time, they have improved with my life experiences.

In Keith Grant-Davie's article, he discusses the importance of having/knowing your audience, and what can constitute an audience (355). When I was in high school, I learned that you had one main trajectory audience, and that's who you focused on when writing your paper. You basically wrote your paper for them. After reading Grant-Davie's article, my mind has opened to the perplexity of the situation on what audience really is. Grant-Davie states, "Douglas Park has broadened this perspective by offering four specific meanings of audience: (1) any people who happen to hear or read a discourse, (2) a set of readers or listeners who form part of an external rhetorical situation, (3) the audience that the writer seems to have in mind, and (4) the audience roles suggested by the discourse itself" (355). What amazes me about this take on audience is that all four of these audiences could be the same, or they could be totally different. Being able to understand that your writings can have a wide range of audience, in turn helps me better focus on what I'm trying to say and how I'm trying to say it, instead of who I think *might* read my paper. For some people, they'll pick up my writing and it will have a great impact on

them, while others it might not affect at all. The point is, every piece of writing will have an audience, but it's difficult to determine exactly who that audience will be.

Emily Strasser has written and expressed the thoughts of thousands of students across the world in her article "Writing What Matters: A Student's Struggle to Bridge the Academic/Personal Divide". Strasser states, "Writing and education are useless tools if they fails to speak to a student's life, experience, and passions; therefore, teachers in all settings should value their students' voices, encouraging them to write and claim their own stories and expressions" (200). In probably 90% of my school writings, I was told to "keep it professional" and "leave the feelings at home". As if writing wasn't difficult enough in school, we were being asked to remove ourselves from nearly everything we wrote. It wasn't until my senior year of high school, when I got to choose what I wanted to write, and it was highly encourage to express yourself in your writing. The whole purpose of our senior English class was to find our voice, and learn how to express it. I can honestly say that I enjoyed my senior year English class, because I got to teach the class more about me, and I got to learn so many new things about people I've known since kindergarten. Writing can be an amazing thing when parts of yourself are woven throughout it. Most successful writing isn't going to be completely objective, because that's when the writers start to disconnect with what they're writing.

Going along with what Emily Strasser says about personal and school lives intertwine, Kevin Roozen discusses repurposing tactics we've used throughout our lives into our writing skills. Roozen studies a girl named Lindsey on her repurposing techniques, and states, "...disciplinary writing expertise is informed not just by extradisciplinary texts and discourses but also by the practices involved in their production and use. Lindsey's writing process as a literary scholar is enriched and enhanced not by the visual images she creates or the Bible verses

she copies, but rather by the practices and processes used in the production of those texts” (182). Like Lindsey, there are certain techniques I’ve used for many years that I’ve been able to incorporate into my writing process. For as long as I can remember, I’ve been a “color-coder”. My agendas have always looked like rainbows, and I’ve always been the person to sort things out by color. When looking into my research and writing process, I realize that I use this same technique. For both my junior and senior year of high school, I had to write two theses, which require a copious amount of research. I was researching many different subtopics about one main topic, and was stuck with stacks and stacks of books and articles. In order to organize my thoughts and findings, I color coded each section of my paper. For example, my “Habitat and Range” section was blue, while my “Behaviors and Adaptations” section was green. I would then go through each book and article and highlight relative information with the corresponding color. Then, once I’d gone through all my resources, I would start writing one section and use all the resources, but only focus on the corresponding color. This made all the information organized, and not all thrown onto me at once. Being able to incorporate this strategy into my writing drastically improved the final product. Instead of being a jumbled mess, my paper was organized and clearly written.

Combining the ideas of Keith Grant-Davie, Emily Strasser, and Kevin Roozen paints the true picture of why each person’s writing is important and how incorporating yourself into your writing improves the overall quality. Your audience, personal experiences, and past experiences all have a strong impact on each person’s writing. These three elements are what makes writing matter, and gives it an impact on both the rhetor and the readers.

APPENDIX N: MEGAN'S MAJOR PROJECT 1 INITIAL DRAFT

Megan Jackman

Professor Matthew Bryan

ENC 1101

1 February 2016

Major Project 1: Literacy Narrative

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APPENDIX O: MEGAN'S MAJOR PROJECT 1 REVISION DRAFT

Megan Jackman

Professor Matthew Bryan

ENC 1101

30 March 2016

It's All in the Rhetorical Situation

Throughout my few short weeks in this Composition course, we've been presented with many articles and readings, specifically focusing on rhetorical situations and repurposing. Through these readings, I've been inspired to indulge in and explore my own writings, and how they connect to what the author's of these articles are trying to portray. Understanding how my writings matter and how over time, they have improved with my life experiences.

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Commented [MJ1]: •Created new title
•Overall, I split up my paragraphs to get rid of the 5 paragraph essay-style paper
•Various spelling/grammar errors

them, while others it might not affect at all. The point is, every piece of writing will have an audience, but it's difficult to determine exactly who that audience will be.

When writing, adding personal experiences and parts of yourself throughout the writing helps strengthen the relationship with your audience. Emily Strasser has written and expressed the thoughts of thousands of students across the world in her article "Writing What Matters: A Student's Struggle to Bridge the Academic/Personal Divide." Strasser states, "Writing and education are useless tools if they fail to speak to a student's life, experience, and passions; therefore, teachers in all settings should value their students' voices, encouraging them to write and claim their own stories and expressions" (200). In writings, including more of yourself gives the audience a greater opportunity to learn more about you, the rhetor. This gives more of a personal connection between the rhetor and the audience, because of some the of subjectivity in the writing. In addition to the increased personal connection, including parts of yourself in your writing can increase your credibility.

Commented [MJ2]: Transition to relate audience to incorporating parts of yourself into your paper

Commented [MJ3]: Related the topic of audience in the previous paragraph to the personal experiences and subjectivity talked about in this paragraph

In probably 90% of my school writings, I was told to "keep it professional" and "leave the feelings at home." As if writing wasn't difficult enough in school, we were being asked to remove ourselves from nearly everything we wrote. It wasn't until my senior year of high school, when I got to choose what I wanted to write, and it was highly encouraged to express yourself in your writing. The whole purpose of our senior English class was to find our voice, and learn how to express it. I can honestly say that I enjoyed my senior year English class, because I got to teach the class more about me, and I got to learn so many new things about people I've known since kindergarten. Writing can be an amazing thing when parts of yourself are woven throughout it. Most successful writing isn't going to be completely objective, because that's when the writers start to disconnect with what they're writing.

The audience and personal experience are all a part of the rhetorical situation, but there are aspects of the situation that come before the audience even sees it. One aspect that occurs before the audience comes in contact with the writing is repurposing. Kevin Roozen discusses repurposing tactics we've used throughout our lives into our writing skills. Roozen studies a girl named Lindsey on her repurposing techniques, and states, "...disciplinary writing expertise is informed not just by extradisciplinary texts and discourses but also by the practices involved in their production and use. Lindsey's writing process as a literary scholar is enriched and enhanced not by the visual images she creates or the Bible verses she copies, but rather by the practices and processes used in the production of those texts" (182). While the audience might not know the tactics the rhetor uses when constructing their writing, it still has a huge impact on the final product that the audience sees. Repurposing techniques often lead to a more organized, better written paper, which improves the audience's experience. The thing about repurposing is that it's different for each person. Each writer brings different tactics they've used throughout their life, which leads to different final products from each person. Even if the audience doesn't know the tactic that's being used, the subjectivity of the tactic could be apparent in the writing, which could help the audience form a better connection with the rhetor.

Commented [MJ4]: Transition to relating previous two topics to repurposing

Commented [MJ5]: Related the topic of repurposing to the two topics previously talked about in the paper.

Like Lindsey, the subject of Roozen's article, there are certain techniques I've used for many years that I've been able to incorporate into my writing process. For as long as I can remember, I've been a "color-coder". My agendas have always looked like rainbows, and I've always been the person to sort things out by color. When looking into my research and writing process, I realize that I use this same technique. For both my junior and senior year of high school, I had to write two theses, which require a copious amount of research. I was researching many different subtopics about one main topic, and was stuck with stacks and stacks of books

and articles. In order to organize my thoughts and findings, I color coded each section of my paper. For example, my "Habitat and Range" section was blue, while my "Behaviors and Adaptations" section was green. I would then go through each book and article and highlight relative information with the corresponding color. Then, once I'd gone through all my resources, I would start writing one section and use all the resources, but only focus on the corresponding color. This made all the information organized, and not all thrown onto me at once. Being able to incorporate this strategy into my writing drastically improved the final product. Instead of being a jumbled mess, my paper was organized and clearly written.

Combining the ideas of Keith Grant-Davie, Emily Strasser, and Kevin Roozen paints the true picture of why each person's writing is important and how incorporating yourself into your writing improves the overall quality, which directly affects the feelings of your audience towards your writing. Your audience, personal experiences, and past experiences all have a strong impact on each person's writing, leading to a cohesive rhetorical situation. These three elements are what makes writing matter, and gives it an impact on both the rhetor and the readers.

Commented [MJ6]: Edited conclusion to better fit with what the paper was discussing

APPENDIX P: MEGAN'S MAJOR PROJECT 1 REFLECTION

Through my revisions, I believe my paper has improved drastically. It no longer looks like the typical 5 paragraph essay, and it synthesizes the ideas presented throughout the paper. I split up my paragraphs differently to help me effectively relate the ideas talked about to each other. I attempted to create a catchy title, although it still might need some work. Coming up with titles can be difficult for me. I caught a few grammar/spelling errors that I fixed as well. My big question I have is, is this more of the format you're looking for? it's not easy for me to deviate from the 5 paragraph essay style of writing, so I would like to know if I took the right approach to get away from that style. I visited the writing center to help to improve my paper, and it was extremely helpful. I hope what I learned at the writing center conveys into my paper!

APPENDIX Q: MEGAN'S MAJOR PROJECT 2 WORKSHOP DRAFT

Megan Jackman

Professor Bryan

ENC 1101

1 March 2016

Writing Through the Years

Over the past few weeks, I have completed an interview with my grandpa, Dave Southward, in hopes to learn more about the impact of writing on his life. I chose to interview my grandpa because I've always gone to him for help with my writing, and he always leads me in the right direction. Although he is now retired, he had many different jobs that required a lot of writing over the course of his life. He began his career as a high school teacher and worked his way up to assistant principal, principal, district assistant superintendent, district superintendent and county superintendent. Over the course of his life, Dave saw the growth of his writing. In our interview, he stated, "As you move up the ladder of jobs, more is being expected of you." Because more is being expected, the communication and writing skills have to improve along with your career.

When I asked Dave what his favorite genre of writing was, he responded with grant writing. He actually obtained the title of being a professional grant writer, and used this skill to teach undergraduate courses in grant writing. Dave could be seen as a literary sponsor to the students of his grant writing course, because there was a mutual benefit from this process. Dave got paid and got to teach his skills to others, and the students got to improve their grant writing skills, and most likely their overall writing skills as well.

While he was the district superintendent of Clearfork school district, Dave wrote grants that awarded the school district \$1.2 million. Once he got promoted to county superintendent, his grants awarded Knox county \$1.1 million. This emphasizes how important writing was in Dave's careers. Without his developed writing and communication skills, Dave would not be able to say he has raised \$2.3 million for schools all over Ohio. Not only was Dave's writing affecting himself and whether or not he was able to be successful at his job, but he gave kids all over the state of Ohio a chance to improve their education.

With this being said, I believe that Dave was a literacy sponsor to thousands of kids, giving them the chance to improve their education and writing skills, which in turn will help them get into college. In return, Dave received his job's salary and also would hope to see more educated kids, which would lead to higher graduation and college acceptance rates.

While Dave and I talked a lot about large, professional papers he had to write, such as grants, published articles, a thesis, union negotiations and legal correspondents, we also discussed some of the everyday writing he used during his career and still uses in his retirement. During his jobs, Dave spent a lot of time writing short memos to his staff and written notes home to the parents of the students. Sometimes the letters to parents were memos that went out to everyone, but more often they were letters being sent home because a student was in trouble. This required professionalism, but also allowed for a discussion between Dave and the parents.

Dave enjoys creative writing, which allows him to make the writing more personal and allows for parts of himself to be expressed in the writing. Even in his professional writings, Dave often left traces of himself in the papers. Often times when people read Dave's papers, they told

him they knew it was his writing when they started reading it. Dave's distinct style of writing was displayed in nearly all the things he wrote.

In our interview, I asked Dave if there were any patterns that he saw in his writing. One thing he said he saw was that he really likes to write in third person, and tries to do so whenever the paper allows for it. In his opinion, third person allows him to explain his thought and where he's coming from and also allows for questions to be asked. It allows him to develop certain positions on a topic to help him further explain the idea he's writing about and his take on the idea.

One question I asked Dave, out of pure interest for the life I hold ahead of me, was has college or your career helped develop your writing skills more? To this question, Dave did not have one definite answer. He said, "College gives you the opportunity to polish and refine your [writing] skills and allows you to practice." He says when you get to your career, that's when you really get to learn and practice your vocational writing skills. This is when everyone will go in their own writing direction after college. You're able to take the basic skills you learned in college and apply them to your vocational writing.

Even though Dave is now retired, he still does writing on a daily basis. Whether its shooting someone and email or sending someone a quick text, he's always doing some kind of writing. These days, he enjoys writing a lot more in his free time, because he doesn't have to write all the time for a job. Even at the young age of 68, writing still plays a huge role in Dave's life.

APPENDIX R: MEGAN'S MAJOR PROJECT 3 WORKSHOP DRAFT

The Thought Behind the Food

One of the most important things that goes into caring for animals in a zoo is determining what to feed each animal and how much each animal needs. While some may think this is a simple process, similar to feeding your own animals at home, it is actually a tedious process that never really ends. When writing diet sheets for zoos, you never get a “completed” project because there are many important factors that are constantly changing. A continuous process requires many people working 40 hours a week, writing, revising, and preparing diets for zoo animals. Over the past couple weeks, I’ve spent some time analyzing what goes into creating a diet sheet and why this process is done the way it’s done.

Zoo diet sheets are organized in a chart like manner, so it’s quick and easy to read for the zookeepers. The zookeepers all have to come together to understand what the chart is saying, in order to correctly feed each of the animals. Because of this, every diet sheet has the same format for every animal in the zoo.

The first thing that must be included in a zoo diet sheet is the basic information on the animal. This includes the common name of the animal, the scientific name of the animal, number of males and females at the zoo, and their location within the zoo. All of this information is seen in the upper left handed corner of each diet sheet, as seen in Figure 1. This section of the chart also includes a place to identify when the diet sheet was last updated. As stated earlier, diet sheets are never a completed project, and constantly need reevaluation. Keeping track of when the last revision occurred helps the workers at the Animal Nutrition Center know when they need to update the diet sheet.

[illegible]

Figure 1. Blank Diet Sheet

The next thing that gets added to diet sheets is the dietary items that are fed to the animals. This section is where copious amounts of research come into play in order to discover exactly what the animal needs in their diet to maintain a healthy lifestyle. For some animals, this part of the diet sheet is fairly short, while for others it can be an extensive list. For example, I studied two different diet sheets I received from Dana Hatcher at the Columbus Zoo and Aquarium. These diet sheets were for the white handed gibbons and the greater kudu. As seen in Figure 2, the diet sheet for the greater kudu only contains 7 items under the “Dietary Items” section. As seen in Figure 3, the diet sheet for the white handed gibbon contains over 20 different items under the “Dietary Items” section. The length and complexity of this section depends on the species of animal and the needs of each individual animal.

Another crucial portion of the diet sheet, that must be done correctly and paid special attention to, is the days the food should be offered and the unit it's measured in. This information is obtained based on the needs for each animal or group of animals, and must be relayed correctly and in an easy-to-read manner. These two sections are located directly next to the dietary item they are describing, as seen in Figure 4. Directly next to this is the amount each individual animal (or group of animals) should receive of the dietary item described. In the diet sheet shown in Figure 4, each white handed gibbon receives their own specific amount of food.

Common Name:	White - Handed Gibbons		
Scientific Name:	Hylobates lar		
Description:	1.2 Smiley, Rachael and Chanee		
Location:	Australia - Islands		
Last Updated:			
		Rachael 15.8 lb (Apr '14)	Chanee 15.8 lb (Mar'14)
	target Weight	17 lb	?
	U N I T	Schedule Offered (fed same day delivered to improve quality)	
Dietary Items			
COMMERCIAL BISCUITS			
Primate Growth and Repro - soak AM / dry PM	ind	daily	19 19
Marion or Mazuri Leaf-eater - dry (PM)	LB	daily	0.31 0.31
Ground Flax seed	t	daily	1/2 teaspoon 1/2 teaspoon
Resistant corn starch	t	daily	11 teaspoons 11 teaspoons
Steamed white rice/cooked white pasta/white bread		daily	-----
Zippy Zoo Children's Chewable	ind	daily	1/2 NO 1/2 NO
Marion lemur size leaf-eater, Mazuri mini 5672 (.001 lb per), Mazuri standard 5M02, Monkey 5037		daily	5 (of the Mazuri 5672) 5 (of the Mazuri 5672)
VEGETABLES			
Carrots...steam for Smiley	LB	S T H S	0.17 0.17
Sweet Potato...steam for Smiley	LB	M W F	0.17 0.17
Green Beans	LB	S	0.24 0.24
Cucumber...seeds removed for Smiley	LB	M	0.24 0.24
Peppers...no green for Smiley	LB	T H	0.24 0.24
Tomato...none for Smiley	LB	W	0.24 0.24
White Potato...steam for Smiley	LB	W	none none
Broccoli...steam for Smiley	LB	F	0.24 0.24
Celery...must be under 2" long for Smiley	LB	S	0.24 0.24
Ginger Root	ind	daily as needed	none none
GREENS			
Romaine	LB	daily	0.10 0.10
Spinach	LB	S H	0.13 0.13
Green Leaf lettuce	LB	M T F S	0.13 0.13
Kale	LB	W	0.13 0.13
FRUITS			
Banana (used to offer starch girls, biscuits for Smiley)	LB	daily	0.10 0.10
Pears (or other seasonally available fruit)	LB	S H	0.10 0.10
Apples	LB	M W	0.10 0.10
Grapes	LB	T S	0.10 0.10
Grapes (large for Smiley meds)			
Order of preference: # 1 purple # 2 red # 3 green	ind	daily	none none
Melon	LB	F	0.10 0.10

Figure 4. White Handed Gibbon Diet Sheet

APPENDIX S: MEGAN'S MAJOR PROJECT 3 INITIAL DRAFT

The Thought Behind the Food

One of the most important things that goes into caring for animals in a zoo is determining what to feed each animal and how much each animal needs. While some may think this is a simple process, similar to feeding your own animals at home, it is actually a tedious process that never really ends. When writing diet sheets for zoos, you never get a “completed” project because there are many important factors that are constantly changing. A continuous process requires many people working 40 hours a week, writing, revising, and preparing diets for zoo animals. Over the past couple weeks, I’ve spent some time analyzing what goes into creating a diet sheet and why this process is done the way it’s done.

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[illegible]

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The next thing that gets added to diet sheets is the dietary items that are fed to the animals. This section is where copious amounts of research come into play in order to discover exactly what the animal needs in their diet to maintain a healthy lifestyle. For some animals, this part of the diet sheet is fairly short, while for others it can be an extensive list. For example, I studied two different diet sheets I received from Dana Hatcher at the Columbus Zoo and Aquarium. These diet sheets were for the white handed gibbons (a type of ape) and the greater kudu (a type of antelope). As seen in Figure 2, the diet sheet for the greater kudu only contains 7 items under the “Dietary Items” section. As seen in Figure 3, the diet sheet for the white handed gibbon contains over 20 different items under the “Dietary Items” section. The length and complexity of this section depends on the species of animal and the needs of each individual

animal.

[illegible]

Figure 2. Greater Kudu Diet Sheet

Common Name:	White - Handed Gibbons		
Scientific Name:	Hylobates lar		
Description:	1.2 Smiley, Rachael and Chanee		
Location:	Australia - Islands		
Last Updated:			
		Rachael 15.8 lb (Apr '14)	Chanee 15.8 lb (Mar '14)
	Target Weight	17 lb	?
	U N I T	Schedule Offered (fed same day delivered to improve quality)	
Dietary Items			
COMMERCIAL BISCUITS			
Primate Growth and Repro - soak AM / dry PM	ind	daily	19
Marion or Mazuri Leaflet - dry (PM)	LB	daily	0.31
Ground Flax seed	t	daily	1/2 teaspoon
Resistant corn starch	t	daily	11 teaspoons
Steamed white rice/cooked white pasta/white bread	ind	daily	1/2 NO
Zippy Zoo Children's Chewable	ind	daily	1/2 NO
Marion lemur size leaflet, Mazuri mini 5672 (.001 lb per), Mazuri standard 5M52, Monkey 5537	ind	daily	5 (of the Mazuri 5672) 5 (of the Mazuri 5672)
VEGETABLES			
Carrots...steam for Smiley	LB	S T H S	0.17
Sweet Potato...steam for Smiley	LB	M W F	0.17
Green Beans	LB	S	0.24
Cucumber...seeds removed for Smiley	LB	M	0.24
Peppers...no green for Smiley	LB	T H	0.24
Tomato...none for Smiley	LB	W	0.24
White Potato...steam for Smiley	LB	W	none
Broccoli...steam for Smiley	LB	F	0.24
Celery...must be under 2" long for Smiley	LB	S	0.24
Ginger Root	ind	daily as needed	none
GREENS			
Romaine	LB	daily	0.10
Spinach	LB	S H	0.13
Green Leaf lettuce	LB	M T F S	0.13
Kale	LB	W	0.13
FRUITS			
Banana (used to offer starch gifts, biscuits for Smiley)	LB	daily	0.10
Pears (or other seasonally available fruit)	LB	S H	0.10
Apples	LB	M W	0.10
Grapes	LB	T S	0.10
Grapes (large for Smiley meds)	ind	daily	none
Order of preference: # 1 purple # 2 red # 3 green	LB	F	0.10
Melon	LB		0.10

Figure 3. White Handed Gibbon Diet Sheet (Dietary Items)

Another crucial portion of the diet sheet, that must be done correctly and paid special attention to, is the days the food should be offered and the unit it's measured in. This information is obtained based on the needs for each animal or group of animals, and must be relayed correctly and in an easy-to-read manner. These two sections are located directly next to the dietary item they are describing, as seen in Figure 4. Directly next to this is the amount each individual animal (or group of animals) should receive of the dietary item described. In the diet sheet shown in Figure 4, each white handed gibbon receives their own specific amount of food.

Common Name:	White - Handed Gibbons		
Scientific Name:	Hylobates lar		
Description:	1.2 Smiley, Rachael and Chanee		
Location:	Australia - Islands		
Last Updated:			
		Rachael 15.8 lb (Apr '14)	Chanee 15.8 lb (Mar'14)
	target weight	17 lb	?
	U N I T	Schedule Offered (fed same day delivered to improve quality)	
Dietary Items			
COMMERCIAL BISCUITS			
Primate Growth and Repro - soak AM / dry PM	ind	daily	19 19
Marion or Mazuri Leafeater - dry (PM)	LB	daily	0.31 0.31
Ground Flax seed	t	daily	1/2 teaspoon 1/2 teaspoon
Resistant corn starch	t	daily	11 teaspoons 11 teaspoons
Steamed white rice/cooked white pasta/white bread		daily	1/2 NO 1/2 NO
Zippy Zoo Children's Chewable	ind	daily	5 (of the Mazuri 5672) 5 (of the Mazuri 5672)
Marion lemur size leafeater, Mazuri mini 5672 (.001 lb per), Mazuri standard 5M02, Monkey 5037		daily	
VEGETABLES			
Carrots...steam for Smiley	LB	S T H S	0.17 0.17
Sweet Potato...steam for Smiley	LB	M W F	0.17 0.17
Green Beans	LB	S	0.24 0.24
Cucumber...seeds removed for Smiley	LB	M	0.24 0.24
Peppers...no green for Smiley	LB	T H	0.24 0.24
Tomato...none for Smiley	LB	W	0.24 0.24
White Potato...steam for Smiley	LB	W	none none
Broccoli...steam for Smiley	LB	F	0.24 0.24
Celery...must be under 2" long for Smiley	LB	S	0.24 0.24
Ginger Root	ind	daily as needed	none none
GREENS			
Romaine	LB	daily	0.10 0.10
Spinach	LB	S H	0.13 0.13
Green Leaf lettuce	LB	M T F S	0.13 0.13
Kale	LB	W	0.13 0.13
FRUITS			
Banana (used to offer starch girls, biscuits for Smiley)	LB	daily	0.10 0.10
Pears (or other seasonally available fruit)	LB	S H	0.10 0.10
Apples	LB	M W	0.10 0.10
Grapes	LB	T S	0.10 0.10
Grapes (large for Smiley meds)	ind	daily	none none
Order of preference: # 1 purple # 2 red # 3 green	LB	F	0.10 0.10
Melon			

Figure 4. White Handed Gibbon Diet Sheet

The diet sheets that I analyzed are specifically designed for the discourse community of Columbus Zoo and Aquarium zookeepers. When presented to people outside this discourse community, the diet sheet seems very confusing. The specific lexus that is acquired by zookeepers, such as scientific names and the format for genders of the animals, is hard for others to understand without an explanation. For zookeepers, a quick glance at the diet sheet is all it takes to understand the information being presented. This makes it easy for them to communicate necessary information through a simple chart. Certain information doesn't need an explanation, because it's already assumed to be prior knowledge.

When it comes to actually producing a diet sheet, the most time consuming part is the

research. Finding out exactly what type of foods each animal needs, and the proper amount they should be receiving, takes careful research on the general species and also knowledge on the specific animal. Inputting the found information into the chart is the easy part, which is how the Animal Nutrition Center employees want it. The chart helps them know what they need to research, then they simply input the information they find. The “easy to write” chart form of the diet sheet in turn makes it easier to read. This chart form also makes it easy to go back and change/edit any information that needs to be changed over time, because diet sheets are never truly completed.

While zoo diet sheets only pertain to a very small discourse community, it is one of the most important pieces of writing in the zookeeper community. Most aspects of animal care in zoos revolves around this form of writing. The constant editing and updating of information is unique to other forms of writing, for zoo diet sheets never obtain a “completed” status. Being able to understand how to read and create zoo diet sheets is a crucial aspect to my current and future careers.

APPENDIX T: IRB APPROVAL LETTER



University of Central Florida Institutional Review Board
Office of Research & Commercialization
12201 Research Parkway, Suite 501
Orlando, Florida 32826-3246
Telephone: 407-823-2901 or 407-882-2276
www.research.ucf.edu/compliance/irb.html

Approval of Exempt Human Research

From: **UCF Institutional Review Board #1**
FWA00000351, IRB00001138

To: **Julie Kopp**

Date: **December 07, 2015**

Dear Researcher:

On 12/07/2015, the IRB approved the following activity as human participant research that is exempt from regulation:

Type of Review: Exempt Determination
Project Title: Researching Changing Definitions of Writing in Peer Review
Investigator: Julie Kopp
IRB Number: SBE-15-11789
Funding Agency:
Grant Title:
Research ID: N/A

This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made and there are questions about whether these changes affect the exempt status of the human research, please contact the IRB. When you have completed your research, please submit a Study Closure request in iRIS so that IRB records will be accurate.

In the conduct of this research, you are responsible to follow the requirements of the [Investigator Manual](#).

On behalf of Sophia Dziegielewski, Ph.D., L.C.S.W., UCF IRB Chair, this letter is signed by:

A handwritten signature in black ink that reads "Joanne Muratori".

Signature applied by Joanne Muratori on 12/07/2015 01:47:54 PM EST

IRB Manager

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