Different Situation, Different Feedback

Shane Ellis Coates
Istanbul Bilgi University, Turkey

* This PowerPoint material is just an outline for the real content of the presentation in the oral question-answer format.
Part 1: Building a Center

What’s in a name?
Gaining Attention

Advertising
Needs Analyses
E-mails
Presentations to Students & Staff
Workshops
## The Workshops

<table>
<thead>
<tr>
<th>Topic</th>
<th>Number of Students who attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coping with long/ complicated texts.</td>
<td>1</td>
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<tr>
<td>How to connect ideas and develop fluency in writing.</td>
<td>3</td>
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<tr>
<td>On-line article research techniques.</td>
<td>0</td>
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<tr>
<td>Developing and writing a statement of purpose.</td>
<td>2</td>
</tr>
<tr>
<td>Coping with unknown vocabulary in texts.</td>
<td>14</td>
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<tr>
<td>Interpreting and answering exam questions.</td>
<td>3</td>
</tr>
<tr>
<td>Effective note taking – use of abbreviations, etc.</td>
<td>1</td>
</tr>
<tr>
<td>Essay writing: getting started.</td>
<td>3</td>
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<tr>
<td>Narrowing topics – what to focus on.</td>
<td>1</td>
</tr>
<tr>
<td>How to use MLA format.</td>
<td>0</td>
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<tr>
<td>How to express opinions clearly.</td>
<td>1</td>
</tr>
<tr>
<td>Effective paraphrasing in academic writing.</td>
<td>0</td>
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</tbody>
</table>
Part 2: Perceptions & Misconceptions

Situation One:
Students referred by instructors

Situation Two:
The “quick fix” students
The Ethical Dilemma

What Instructors/Students want...

What Students need...
Part 3: Adapting Strategies

Give them what they want

- Satisfy their immediate needs
- Establish a sense of usefulness
- Establish trust

Take advantage of the situation
- The draft as diagnostic
- Make them aware of their “needs”
- Take them to the next stage
How?
Final thought...

Writing conferences are deeply immersed in the full range of "changing contexts of persons and events" which can be brought to any teaching situation, and ethical responses to problematic situations in the writing center must demonstrate an awareness of those contexts, events, and influences. Though different writing centers -- by virtue of their distinctive institutional and demographic situations -- may construct their ethics in different ways, it is important, at the very least, that they understand how and why they do so in relation to the many contexts that impact their operations.

From: Ethical Standards and Writing Centers Writing Center Ethics Column 33
http://www.georgiasouthern.edu/~michaelp/WLN33.htm