

One-on-one Scenarios

Form groups of three and discuss each of the following scenarios. As the writing instructor, how would you assist the student?¹

Scenario 1:

Philip is your student in BIO152. He asks if he can talk to you after tutorial, and you agree. He says he has a problem with procrastination when it comes to writing. You ask for more details, but he doesn't provide any. He just wants you to solve his procrastination problem. What do you say?

Scenario 2:

Jacinta is a weaker student in your class. She sets up an appointment to speak with you and informs you that she has been told a number of times that she has a tendency to use the "passive tense" too much in her writing. She has some samples of graded papers with her, but none of them include references to "the passive voice." She doesn't want to continue making this mistake and hopes you, as a Writing TA, can help.

Scenario 3:

Grace says that she wants to speak to you about a paper that is due soon. She brings in a draft of the paper and asks you to check her grammar. She passes you the paper and sits back, not saying anything, while she waits for you to read it and comment. There are a whole bunch of grammar errors, of various kinds. What do you do?

Scenario 4:

Muhammad has been doing badly in your course and asked to speak with you about an upcoming assignment. He shows up with just a few vague notes on a sheet of paper, and immediately starts talking about how difficult it is for him to focus on school work because he just broke up with his girlfriend and his mother is ill. What do you do?

¹ These scenarios were used as discussion prompts for RGASC Writing TA Training sessions.