

Appendix A: Instructions for Coding

When something is spelled out or pronounced, use I1

EXAMPLE: “e-x-i-s-t...” – I1

What’s a C1?

It is not housekeeping (not informational question for the tutor’s sake).

It is something that gets the client to think about some aspect of the project.

It may result in an explanation from the tutor or response from the client.

The following constructions are I3s (focused on the why, not the what):

If-then

When you do x, do y

Because...

Since you..., do this...

EXAMPLE: “Your first encounter with diversity the first time, yeah you met someone who was different you want to make sure everything is in past tense”

C3 – responding as a reader

Tutor making an observation about the text

Tutor agreeing with a client’s observation of the text

EXAMPLE: “This was quite the long one in there... I think the one right before it too was pretty long.”

M3 – reinforcing student writer control

Can also include the tutor reinforcing that the client’s ideas or revisions are valid, agreed with, correct (e.g., “Yeah, I agree with you...”)

Moments of Client Power Uptake

(Note: As we used a grounded theory approach, we noticed these interesting moments that we thought deserved more attention. Much of these data are applicable for and will be explored in further projects)

The client is taking an active role in the session, acting more like a fully-engaged peer having a discussion or even a consultant leading that part of the session.

- Instances where the client begins acting like a tutor.
- Instances where the tutor and client finish each other's sentences.
- Instances where the client takes ownership of the session, which might manifest itself in the client correcting the tutor, making a suggestion, etc.
- Instances where the client asks their own pumping question (and may even answer the question).