**Pick up an OWL submission from the D2L/Brightspace dropbox**

**In your selected OWL, note questions and changes in BOLD TEXT at the end of sentences or paragraphs.**

* Start with greeting: *"Hi, I'm X and I'll be making suggestions for developing your paper."*
* Use the **SALT** formula to respond to student mistakes:
  + **S**tate the problem - *“This is a run-on sentence.”*
  + **A**sk an involving question - *“Where does one idea stop and the other begin?”*
    - See the **Scaffolding guides** in the Writing Tutor Playbook for areas to review and suggested questions.
  + **L**ink to the matching page in the LibGuides.
    - Grammar & Punctuation - [libguides.sfasu.edu/aarc/basicgram](http://libguides.sfasu.edu/aarc/basicgram)
    - Formatting & References***-*** [libguides.sfasu.edu/aarc/formref](http://libguides.sfasu.edu/aarc/formref)
  + Check with another **T**utor if you’re not sure about a correction. Refer the student to their **T**eacher for clarification.
* Add notes throughout paper even if don't have editing suggestions:
  + *"Good work developing a clear, strong thesis"*
  + *"Well-argued point"*
  + *"Good job on proper citation"*
* Our general rule is to mark 2 examples of each type of error and then let the student finish checking.
  + *“We can only mark 2 examples online, but we’re happy to help more face-2-face in the AARC Mon- Thurs, 11 am to 5 pm.”*
* If you find that you’re marking multiple errors to the point where it’s getting confusing, **STOP**. Students who are making numerous errors may not know enough to see their mistakes, so we want to steer them to face-to-face coaching.
  + Pick a paragraph and turn Track Changes on. At the beginning of the paragraph, say -

*“So you can see what you need to look for, I’m going to turn Track Changes on and mark all the errors in the next paragraph.”*

* + Make the corrections, then turn Track Changes off.
  + Add a note at the end of the paragraph -

*“See URL for more on X and X and check the rest of your paper for these errors. We can only mark a few examples online, but face-to-face, we can go in more depth through the rest of your paper. Come see us in the AARC Mon-Thur, noon to 4 pm.”*

* Always end with:
  + *"Thanks for sharing your work! If you have any questions or would like further coaching in writing, come see us at the AARC Walk-in Tables Mon-Thur, noon to 4 pm., or schedule a personal appointment at your convenience at 936-468-1542. "*

**Upload the reviewed file to D2L.**

**Areas to be careful of in providing feedback:**

* Try to make your feedback personable. Respond to the paper as you normally speak - the questions in the Guides are suggestions, not mandatory.
* But avoid humor. It doesn’t always come through as a joke.
* Never rewrite someone’s words. We need to respect the student’s individual expression. If you’re thinking *“It would sound better if…”* you are not editing, you are rewriting.
* When in doubt, stick to specific grammatical errors. Instructors will decide incorrect content or expression. You can always say *“Check the assignment”* or *“check with your instructor…”*

**PAPER STRUCTURE SCAFFOLDING**

When asked to review a paper for structure or citations, follow these steps and try these questions to help the student identify areas to develop.

1. **Read the 1st paragraph**. If you can’t immediately point to a sentence that states the following, ask the student:
   * What’s the topic of this paper? Can you add a sentence stating that?
   * What main point (thesis) did you want to make? What position are you taking?
     + *Remember –* a thesis may not be a strong argument, but it should be a position, not a statement of fact.
   * Does the point you’re making answer the question raised in the assignment?
   * Not every paper will, but can you hint at the supports for your point that you’ll explore further in the paper?
2. **Read the 1st body paragraph**. Look for the following or ask the student about these points:
   * Do you have examples? How can you illustrate this point? What evidence do you have to support this?
   * Can you explain this further? Who or what was involved? How was who or what involved? What was the result? What was the lesson learned?
   * Is there a contradictory example or counter-argument? What does that involve? How does it compare to your example? Which is stronger and why?
   * How does this information support your main point?

3. When you come across **a fact, figure or idea, ask**:

* + Where did you get this information? What is your source?
  + Do you have both and in-text citation and an end reference for this fact, figure, or idea?
  + Are you working in MLA, APA, or Chicago – footnote or endnote?
  + Have you seen the AARC Formatting & Reference Guide? - <http://libguides.sfasu.edu/aarc/formref>

4. **Repeat as needed** for each body paragraph until student has idea of what to include to strengthen paper. It should be clear by the 2nd or 3rd body paragraph if the body copy needs revising. You can write in the student's paper:

"The rest of your body paragraphs also need more development. See paragraph # for the kinds of things to include."

**HOWEVER**, also read for flow and transition, asking these questions:

* + How does this next support relate to the one before it?
  + Is it another support or contrasting support for further explanation?
  + Where are the words that indicate what is coming next? For example, by contrast, in addition?
  + *Sometimes you may see information leading to the question –* You mentioned X earlier. Does this information belong here or there?

5. **Read the conclusion**. Look for the following or ask the student about these points:

* + What is the main point you were trying to make in this paper?
  + OR – the main point you make in the conclusion is X. Is that idea also in your introduction?
  + Can you summarize your supports briefly?
  + Have you answered all the questions in the assignment?

6. Not every paper will require research, but every fact, figure, or idea should have an in-text citation AND **end reference. Check** one example each of the common types and point out to the student:

* + End references should be in alpha order with handing indent.
  + Have you seen the AARC Formatting & Reference Guide? - <http://libguides.sfasu.edu/aarc/formref>

**GRAMMAR SCAFFOLDING**

When asked to review a paper for grammar, follow these steps and try these questions to help the student identify areas to develop.

Do not mark every example in the paper. After you've marked a type of error twice, say

*"You have a pattern of X problem in your paper. I'm going to start marking here, but you should check the rest of the paper. See*[*http://libguides.sfasu.edu/aarc/basicgram*](http://libguides.sfasu.edu/aarc/basicgram)*for more info."*

1. Long, confusing, or wordy sentences –
   * This sentence is confusing. How can you rewrite it to clarify your meaning?
   * Not sure what you’re saying here. Who is doing what action?
   * You have multiple ideas in this sentence. Which is priority and should be in its own sentence?

2. Run-on sentences – *This is my winning lottery ticket, I bought it at Kroger's.*

* + You have multiple actions/verbs in this single sentence. Can you rewrite so each action stands alone?
  + You’ve joined 2 sentences with just a comma. What word can you use instead?
  + This is a run-on. How can you rewrite it into 2 sentences?

1. Sentence fragments – *Running swiftly through daunting hordes of defensive linemen.*
   * You have an action in this sentence, but who is doing this action?
   * You refer to a thing – X – but what is it doing?
   * This sentence is incomplete. What sentence does this bit belong with?
   * ‘Ing’ is never a verb. Who is doing what action in this sentence?

4. Verb tense errors – *He have asked me to dinner, then leaves me the check*

* + You switch time from past to present here. When did this take place?
  + You have a singular subject, but a plural verb. How many are doing this action?

1. Pronoun errors – *Chain Saw Massacre video game, they the best.*
   * You use ‘it’ repeatedly here. Who or what is it?
   * Not clear what’s happening here.
   * You refer to one person as ‘they.’ Can you rewrite?
   * You just named the thing you’re discussing. Can you rewrite without using ‘it’?
2. Commas – *When Juliet saw Romeo she said What light, through yonder window breaks?*
   * Commas separate extra from the core of the sentence. What belongs together here?
   * Commas separate intros from main idea. Where does the main idea begin?

7. Apostrophes – *AARC tutor’s are the coolest.*

* + Apostrophes indicate possession, not plural. How many people are involved here?
  + Need an apostrophe to indicate possession. Who does this belong to?

**Important!** - There is a page and handout for every one of these items. Share them with freely with students. In an OWL review, write “See <http://libguides.sfasu.edu/aarc/basicgram> for more.”

**SAMPLE PAPER -** *1st page of Social Work APA research paper*

The United States has always had two categories of people, men and women. It has been this way since the beginning of time. Men had their certain qualities that they had to adhere to. Qualities such as a provider, household leader, protector, etc - **fragment - what sentence does this belong with? See** [**https://libguides.sfasu.edu/aarc/basicgram/fragments#/?\_k=1b747d**](https://libguides.sfasu.edu/aarc/basicgram/fragments#/?_k=1b747d) . Women **comma** on the other hand **comma** had to be the caretaker for children, weak, submissive, etc. This was how society was and how some people still view it (2019 - **author? See** [**http://libguides.sfasu.edu/aarc/formref/apa/intext#/?\_k=nzcvpq**](http://libguides.sfasu.edu/aarc/formref/apa/intext#/?_k=nzcvpq) **).**

# Sex vs Gender - versus is abbreviated vs.

From my understanding of sex and gender, sex is the biological reproductive parts you were born with ( **need the author to name your source - see the link above and check the rest of your paper,** 2019). If you had a penis **comma** you were classified as a male, and if you had a uterus and a vagina **comma** you were a female. Gender **comma** on the other hand **comma** would be what you classify as **what? - not sure of your meaning here - can you clarify**? . Gender and sex are often used interchangeably **comma** but they are very separate terms. The best way I can think to describe the difference between sex and gender would be, **no comma** sex is what you are born as but gender is who you grow into be. **See** [**https://libguides.sfasu.edu/aarc/basicgram/commas#/?\_k=5p6yzm**](https://libguides.sfasu.edu/aarc/basicgram/commas#/?_k=5p6yzm) **for where to use commas -** **We only mark 2 examples of an error online so you’ll need to check the rest of your paper for commas - If you want more coaching, see us in the AARC - another good way to catch commas is to run grammar checker again - see** [**https://support.office.com/en-us/article/check-spelling-and-grammar-in-office-5cdeced7-d81d-47de-9096-efd0ee909227**](https://support.office.com/en-us/article/check-spelling-and-grammar-in-office-5cdeced7-d81d-47de-9096-efd0ee909227) **for how to reset it for a fresh check**