WC Master Code Key (Practical Version)   **Date of last update: 10-7-2015**

Please note that this document only contains standardized codes. Once you have become familiar with the way in which the Illustrative Version of the Master Code Key is organized, you will have internalized the logic of how it works and will only need this pared down version to remind you of the codes as you're coding a transcript.

All standardized codes are surrounded by square brackets. They do not contain capital letters except for proper nouns, and they do not contain punctuation. It is important to copy a code exactly, because if it is one letter off or has two spaces between words instead of one, the Find function in MS Word will not be able to detect it during a search.

Remember: when in doubt, add more codes to the data. This includes combining different standardized codes together to illustrate different facets of a single piece of data, whenever more than one code is relevant.

Writing Skills Addressed:

[grammar] = grammar, spelling, punctuation, etc.
[essay structure] = any major component of a writing assignment, including audience, purpose, organization, thesis, citation formatting, etc.
[writing process] = any part of the writing process, including generating ideas, paraphrasing or summarizing source material, drafting, revising, proofreading, etc.

Tutor Actions, Intentions, and Attributes:

Tutoring Strategies

[tutor strategy] = use this general code alongside any code in the category that doesn't fit within one of the other standardized codes (codes flush with the left margin)
[model skills] = skills that should be modeled for the student
[simplify] = add this code anywhere the tutor is simplifying, clarifying, or reinterpreting the task for students by breaking it into its component parts
[coach general skills] = coaching students on skills other than writing tasks
[tutor resource] = any type of information or object that can serve as a resource for tutors
[oral strategy]
[collaboration]—use this standardized code alongside a code that provides the nature of the collaboration or communication

Tutoring Protocols

[tutor protocol] = any type of interaction or procedure that is expected or commonplace in the course of a tutor's duties
[tutor expectations] tutor expectations for student performance and interactions during the tutoring session or beyond

Tutoring Challenges

[tutor challenge] = any type of challenge that arises for tutors

Affective Domain

[tutor affective domain] = any aspect of students' emotions, values, motivation, relationships to school or school personnel that can be influenced by tutors

Tutor Training

[training] any type of training experience that prepares a tutor to work at the ASC; includes graduate work, professional development, and training that is hosted by the ASC

Student Actions and Attributes:

Student Responsibilities:

[student responsibility] = general code to add when other standardized codes from the is category don't seem appropriate; what students are responsible for in and out of class
[student prep for tutoring]
[student responsibilities at tutoring]
[student responsibilities after tutoring]
[student habits]

Student Skills and Strategies:

[student skills] = anything that has to do with student skill levels, strategies, or lack thereof

Student Expectations for Tutoring:

[student expectations for tutoring] = what students expect from tutors during tutoring

Affective Domain

[student affective domain] = any issue pertaining to student emotions, values, motivation, that originate in the student or don't have an implied reference to tutor or instructor influences
[student concerns] = things students worry about (preoccupations)

Faculty Actions and Attributes:

Teaching Strategies

[classroom solution]   suggests any type of solution that would be implemented in the classroom, to be used next to specific codes

Course Protocols

[faculty provide resources] = resources that faculty can provide to students or tutors

Professional Development
[professional development] = any type of Instructor training

Affective Domain
[instructor affective domain] = any aspect of student emotions, values, motivation, relationship
 to school or school personnel that instructors can influence

Collaboration
[collaboration]—use this standardized code alongside a code that provides the nature of the
 collaboration or communication

College Wide: issues that occur in other places, besides the ASC or Classroom or
 Student Attributes
[college wide] = use to code any text that refers to multiple departments or areas of the
 college simultaneously (more than just a two way collaboration between two
 areas)
[college wide] [policy] = any policy that affects multiple departments or divisions
[college wide] [resources] = any resource generated by or distributed by multiple departments
[ASC] = Aspects of the ASC that individual tutors have no control over; ASC at department level
[academic department] = any phenomenon that is decided or enacted at the department level
[training] = tutor training outside of the ASC, to be combined with relevant area of the college
[library] = add this code to other codes to describe any dealing with the library
[scheduling] = any issue pertaining to scheduling, including:
[research] = any data gathering activity across the college; includes Institutional Research,
 Assessment Team responsibilities and activities, Program Review, etc.

Miscellaneous: we don't currently have any standardized codes in this category