**Example client report 1:** [Name] came in with a persuasive paper for his seminar class. He had a concussion at the time of the appointment and the professor offered him an extension if he felt that he was not ready to write. He wanted to know if the paper read clearly enough since he was not sure he could tell with a concussion. He wanted to know specifically about logical gaps. After reading the paper I advised him that he could request extra time - it's his choice - but the majority of the errors were mechanics and not gaps in the logic or clarity of his writing. We did address two sections that were somewhat unclear, and we talked about a potential way of reorganizing one of the paragraphs. We also went through some of the mechanics. The student wanted to turn in the paper sooner than later, so decided to make some edits and turn it in.

**Example client report 2:** Student arrived on time and with all necessary materials. We went over about five workbook exercises and were able to work on pronunciation and grammar. Student made another appointment for next week.

*Discuss:*

* *What would this client report say to you if you had an appointment with the student later in the week?*
* *What would this client report say to Rachael if the student’s professor called later about the appointment?*
* *How would you feel if you were the student and you read the client report?*

**Example client report 3:** Student arrived 12 minutes late. She showed me two reading questions that she had to answer, and was mainly concerned about spelling errors. I suggested some clarifications to a sentence fragment and asked about her answer to one question, then asked if this was a test (I noticed point values below each of the questions). The student explained that her professor gave out tests to be filled out as the readings were done. The student then left, explaining that the rest of the questions were straightforward, and the one that wasn't required straightforward specialized knowledge.

**Example client report 4:** [Name] came in to work on the control assignment for CSCI 281. She expressed that the logisim homework had been very challenging and that she didn't know where to start for the current assignment on the control. We got started and built a circuit to split the instruction into its components. Next, we designed a circuit to recognize op codes. She will be coming again to see [tutor] next week before her exam.

*Discuss:*

* *What would this client report say to you if you had an appointment with the student later in the week?*
* *What would this client report say to Rachael if the student’s professor called later about the appointment?*
* *How would you feel if you were the student and you read the client report?*

**Example client report 5:** Student arrived with a draft that had been peer-reviewed, but she had not received much useful feedback. I read through and asked some clarifying questions about the examples she provided, and then suggested changes to the structure to strengthen her argument and eliminate repetition of ideas. I asked about the informality of the language, but was told the professor did not care. Student spend the rest of her appointment (about 10 minutes) writing a clarifying sentence to one of the questions I had asked, requested my opinion, and left. I am unsure if she took my restructuring advice.

**Example client report 6:** [Name] came in with a mostly completed midterm paper assignment working with a couple of prompts about the constitutional law of national security. She wanted to have someone look it over before she had to turn it in an hour later, so we really focused on organizational tools like transitions and the introduction as ways to make it clear to the reader what she was doing, and on some loc's that were getting in the way of the clarity of her argument (apostrophes, capitalization, word choice, and a few sentence structure issues). We talked through all of my suggestions and all of her concerns about each of these areas, and she left the appointment with a draft marked up for grammar/punctuation revisions and some notes on revising the introductions/writing the conclusions of each section.

*Discuss:*

* *What would this client report say to you if you had an appointment with the student later in the week?*
* *What would this client report say to Rachael if the student’s professor called later about the appointment?*
* *How would you feel if you were the student and you read the client report?*

**Example client report 7:** [Name] came in with questions about the determinant. He wanted to start in on his homework, but was not familiar with the material. He had not yet read the section on determinants. We paged through his textbook for a few minutes and then looked online for information on how to compute the determinant. We did some computations, then discussed the larger mathematical "strategy" of the determinant and what it means.

**Example client report 8:** [Name] came in with a completed draft of a paper comparing realist, liberal, and constructivist perspectives on the international system. She was concerned about the clarity of her thesis and about organizing the paper, so we started out talking about the ideas she was working with and I pushed her to explain why she favored the one she chose over the others. Once she was able to articulate and write out her thesis we brainstormed some ways in which she could change the rest of the essay to make it consistent with that thesis. She left the appointment with a written out introduction and thesis and some clear ideas about how to reorganize the rest of the essay to more clearly highlight the point that she wanted to make.

*Discuss:*

* *What would this client report say to you if you had an appointment with the student later in the week?*
* *What would this client report say to Rachael if the student’s professor called later about the appointment?*
* *How would you feel if you were the student and you read the client report?*