**CASE STUDY MENTOR TEXTS—structure of the case study**

**Selfe’s “An Apprehensive Writer Composes”** **Former 461 STUDENT Published Undergraduate Case Study**

*“Motivating Students” “I Realize Writing”*

(Untitled Intro)

Introduction

Literature Review

(4 sections + implications)

Methods

Setting

Participants

Data Collection

Research Objectives

Analysis

(Uses 4 concepts/ conditions of transfer discussed in literature review to organize the section)

Implications and Conclusion

Introduction

* Starts with a scene in the classroom
* Poses the central question of the study
* Describes some existing research on the question
* Describes the focus of the study and the reason or need for the study

Methods

* Describes what was done, in order that it was completed
* Provides clear detail about the nature of the methods—when where how long
* Describes, in general, the focus of the interview
* Provides reasons for these methods (and accounts for things that might have gone wrong—for this researcher everything was “perfect”)

Background

* Describes quickly details about the teacher’s background
* Describes quickly the make- up of the class

Findings

* Organizes what she’s learned by listing teaching methods
* Offers examples to illustrate methods
* Offers quotations from interview
* “For example, …”

Conclusion

* Reviews points made in the study?
* Reiterates usefulness (in general terms)
* Creates foundation, connects with audience, establishes purpose
* Establishes the problem (new concept + recognition that we teachers SEE apprehensive writers everyday) and need for the study (need for UP CLOSE detail on how an apprehension affects writing process)

Procedures

* Gives the where when who of the study
* Establishes criteria/rationale for choosing participant
* Provides details and methods for each of 3 sessions of the study
* “specificity is key in this section!”

Background: Bev’s Composing Attitudes

* Describes the participant—why is this important for **this** study?🡪 *the study focuses on how apprehension affects Bev’s actions, so her beliefs about writing and herself are important*
* Provides some context—details about Bev’s beliefs from where we can understand Bev’s actions

Bev’s Composing Session—Selfe provides what Bev wrote

An Overview of the Session—Selfe narrates the session in which Bev wrote the essay, emphasizing the time/pace of the writing

*WHAT DO THESE SECTIONS HAVE IN COMMON*? 🡪

**a) Racing Through**—claim and support for how Bev manages her apprehension—quotation, time details and interview reflection as evidence

b) Compromising between Structured and Unstructured Writing

* “quotes the student” – quotes collected from observation and interview methods
* Details Bev’s struggles—examples of her concerns and how it affects her process (makes it convoluted)
* Lets readers SEE Bev’s internal struggles first hand

c) Mistaking Mechaical Correctness—claim that apprehension turns into concern for mistakes—uses %s, observation about pace/rhythm, focused examples to support

d) Substituting Editing for Revising

* “Bev flipped distractedly through the pages of her initial draft…”
* giving MORE examples of what’s going on in the observed session and why
* Quotations & descriptions

Discussion (Conclusion)

* wrap up of what has happened
* “communicates why findings matter for intended audience”
* “call to action/[more] research 🡪 proposes new questions”
* establishes importance AND limitations