<p align="center">**Analytic Memo: Tutor Influences on the Affluences Domain**</p>

Analytic Question: According to these 15 writing tutors, what can tutors do to support student learning in the affective domain? [i.e., what can tutors do to affect student motivation, values, self-esteem, etc.]

Codes included in this search: [tutor affective domain]

[Key Issues and Effective Approaches in Tutoring Sessions]

[Tutor 11] One approach I found to be particularly effective …I also tried to inspire the students with positive word to encourage them and help provide them with the confidence needed to succeed. [tutor affective domain] [oral strategy]

[Tutor 11] [key issues that impact student learning in the tutoring sessions are] I think that positive feedback was key to boosting their confidence. [oral strategy] [tutor affective domain]

[Tutor 12] [Key issues that impact student learning in the tutoring sessions include]
1. They have to realize that their academic success depends on their own hard work, substantially[student responsibility]
A. Empower and encourage encourage students providing specific data that may be impeding them[tutor affective domain]

[Successful Approaches for Students in Developmental Courses:]

[Tutor 1] Students accomplishments MUST BE REINFORCED THROUGH ENGAGEMENT [tutor affective domain] [developmental]

[Tutor 2] ANSWERING QUESTIONS VERBALLY, WRITING DOWN THEIR ANSWERS, AND SHOWING THEM HOW TO INSERT THEIR SPOKEN WORDS INTO WRITING ASSIGNMENTS. IT HELPS CREATE MOMENTUM FOR THEIR WRITING. [model skills] [oral strategy] [tutor affective domain] [preserve momentum]

[Tutor 11] [Successful approaches for students in developmental courses] I think positive feedback is essential- providing them with as much confidence as possible. [tutor affective domain] [oral strategy]

[How tutors can establish and maintain trust with students who are taking developmental courses:]

[Tutor 1] A tutor is a coach not the instructor [tutor expectations] [tutor affective domain]
… Tutors need to checkup on their students. They can easily fall off track without PSYCHOLOGICAL ENCOURAGEMENT [tutor affective domain] [collaboration] [tutor protocol]

[Tutor 2] [Tutors can establish and maintain trust with students who are taking developmental courses through] BY BEING THEMSELVES, BY MEETING STUDENTS WHERE THEY ARE AT AS WRITERS. BY NOT PUSHING THEM TOO FAR OR FAST, BUT GIVING THEM JUST ENOUGH INFORMATION TO NUDGE THEM ALONG: I'M TALKING ABOUT BEING SENSITIVE TO THEM AS LEARNERS. BY BEING PROFESSIONAL. [sensitive to learner needs] [tutor affective domain]

 [Tutor 4] [Tutors can establish and maintain trust with students who are taking developmental courses through:] Just be patient and listen. [tutor affective domain] [tutor strategy]

 [Tutor 6] [Tutors can establish and maintain trust with students who are taking developmental courses through] We have to demonstrate real interest in their achievement & well-being. [tutor affective domain]

[Tutor 11] [Tutors can establish and maintain trust with students who are taking developmental courses through] A positive outlook and friendly attitude- making the student feel comfortable. Asking questions about where they come from and what goals they're trying to accomplish at capital. Encouragement with a smile goes a long way. [tutor affective domain] [oral strategy]

[Tutor 12] [Tutors can establish and maintain trust with students who are taking developmental courses through] Be trustworthy themselves. [tutor affective domain]

[Tutor 14] [Tutors can establish and maintain trust with students who are taking developmental courses through] Many times the same students return to me which helps to make a support between us. [student affective domain] [tutor affective domain] [student habits]

[Future AQs: I plan to more fully investigate this topic by creating other Analytic Memos focusing on instructor influences on the affective domain, student issues in the affective domain, student concerns, and student habits.]