

Transcript of Team Videos for *Team Writing*

Video: Introduction

Narrator: The videos that accompany *Team Writing* were collected as part of a two-year study of student teams in technical and professional writing and engineering classes. In this project, the complete interactions of nine student teams were videotaped. The vignettes you see here reenact the real student collaborations. Each video begins with a short description of the team and project. This introduction is followed by a reenactment modeled upon the original group's conversation. While in some cases, the original interaction was modified slightly to remove distractions or clarify details, we worked hard to remain faithful to the look and feel of the original group's exact words and behaviors. In addition, these videos were played for experienced managers and the original students themselves who commented on what they saw. Their comments supplement these videos.

End of Video

Team Video 1: Mark, Natalie, and Keith

Narrator: Mark, Natalie and Keith are biology students working on a proposal to streamline the application process for medical school.

Mark: I think we said it's alright in this section.

Keith: Are you.... Don't worry about the little things.

Mark: Well, at this point, instead of going through all of them--

Keith: Just, just put it right there.

Mark: Yeah, instead of going through, revising.

Natalie: Rewording everything...

Mark: Yeah. We'll write everything, and then revise.

Natalie: Okay.

Keith: The thing is, you've already had it written; you're just redoing it now.

Mark: Yeah, we have it written. We're just starting with the letters of recommendation, that kind of stuff.

[Video Fades]

Mark: Well, it's not all there.

Keith: You have a typo there. Right, up, there. All we have to do is adjust to fit what they're trying to say, and then we'll move on to the next thing.

Mark: How about we compare...

Keith: Uh, Just most schools, list this as number two. Uhm...

Mark: Do you have-what's the reference for this?

Keith: Uh, UK of UL – List this as reference number two.

[Video Fades]

Keith: Uh, which should be physics?

Mark: That's number six.

Keith: Well, they don't divide it like that, but whatever they're all covered.

Natalie: Well, why don't you just say: The data in the MCAT consists of these things. Then at the bottom, say they differ in the individual perceptions of physics.

Keith: That's what we're saying.

Natalie: Oh. Okay.

Keith: Uh, the data in the MCAT, that's covered. They both contain...you can say they now. They both consist of uh...I don't think the number of sections is important.... They both consist of...

Natalie: The following sections.

Mark: Similar sections.

Keith: No! The sections. The following sections...whatever. That'll work.

End of Video

Team Video 2: Shelly, Will, and Ben

Narrator: Shelly, Will and Ben are engineering students working to promote alternative energy sources. The first day shows the group at the midpoint of the project; the second shows them near the end.

Will: So, now what do we do?

Shelly: Well, have you started the survey?

Will: That's already done.

Shelly: Oh, okay. Good. Well, how did it go?

Will: I actually have the results right here...

Shelly: Can I see it? Yeah.

Will: Yeah. Go ahead and take a look...

Shelly: Okay

Will: As you can see, from the data we collected there's not much that can be gathered from it; everyone answered in the same fashion.

Shelly: Oh. Okay, well.

Will: Ben gave me eleven and I had fifteen.

Shelly: Well maybe we could change some of these questions.

Will: Uh...

Shelley: Well when is it even due?

Will: The thing is, I already turned it in.

Shelly: Oh! Okay.

Will: But we got the questions phrased.

Shelly: Uh huh.

Will: We got all the data, the numerical scores, if we need anything for evidence, to back up the hard figures--I can get that to you, just let me know.

Shelly: Oh, okay, well I was wondering--Can I have a copy of this?

Will: Uh yeah, you can just go ahead and keep that one.

Shelly: I can keep this one?

Will: Mmm hmm.

Shelly: Okay, well: Ben, do you have a copy of this?

Ben: [shakes his head no]

Shelly: Well do have an extra copy with you?

Will: I don't have one with me. I can make a note, and copy one for him later.

Shelly: Well, so you're going to make a copy for him, and he can have one.

Will: Sure thing.

Shelly: Okay. Well thanks, that'll be good. I think.

[Several weeks later...]

Shelly: I was thinking that we should do a slide for each source that we had. So, two slides for me, two slides for you, and two slides for you.

Uhhh, you know [sigh] I was thinking maybe that would be a good idea.

Ben: Maybe we should have a handout or something.

Shelly: Yeah, that would be a good idea. She said that we should have a handout.

Shelly: And I was thinking, umm...do you think that you [Ben] could do the handout since he's [Will] doing umm, all that powerpoint stuff?

Ben: [Nods head yes] Mmm hmm.

Shelly: Okay, yeah that'd be good, that would probably pull things together.

[Video Fades]

Shelly: Umm, if you could just look over this, I mean if you could. Like if there's any changes, and you know, like if we missed something...

Will: Alright.

Shelly: Umm...if there is, I can print out five more copies, but like it doesn't really matter, and umm if it's something little, I can just like white out over it and just like write it in.

Will: Alright.

End of Video

Team Video 3: Jamaal, Jim, Don, and Tonya

Narrator: These four students are working on a proposal to irrigate a third world county. This clip shows them brainstorming and selecting tasks.

Jamaal: Well, we can't do countries like South Africa or Kenya because, they're pretty well developed.

Don: Mmm hmm.

Tonya: What about Ethiopia?

Jim: Actually, that doesn't mean anything, they can still be well developed and still have a need for irrigation. I mean, as long as we find a need, we're just a company doing it for profit.

Jamaal: We need a place somewhere in the middle of a drought.

Jim: Somalia's dry, possibly Ethiopia.

Don: Ethiopia, Rwanda, there's some strife there.

Jim: I'd say Ethiopia.

Jamaal: Okay.

Jim: There hasn't been much war there, it is in a desolate area.

Jamaal: Yeah, I mean trouble is going to be everywhere. We just need a country we can handle.

Tonya: I just went there with my church.

[Video Fades]

Don: Not arid?

Tonya: No

Don: So it's not all that hot there?

Tonya: No, green.

Don: Ahh, so we'd need spray there, but we're not sure?

Tonya: [Shrugs shoulders like she doesn't know]

Don: Okay, so we're going to need to do some research?

Tonya: [Nods head yes]

Don: Okay.

[Video Fades]

Jim: Well since it is like a scenario, and we're not actually doing it...

Tonya: Or maybe it's not a company, but we're with the Red Cross doing it for free. Or the UN?

Jim: Yeah, the UN.

Jamaal: Hmmm, irrigation for humanity.

Jim: Yeah, it could be like the UN helped this new country.

Tonya: [Laughs]

Don: The UN [nods head yes]

Jim: Yeah, yeah. I like that a lot actually.

[laughter]

Don: Okay then, so the UN is paying for this?

All: Yeah, laughter.

Jamaal: That's not a lot.

[Video Fades]

Jamaal: We need to section things off.

Tonya: I can do umm, economics, workforce, language, and threats.

Jim: Alright. Umm, I was looking at uh the need, doing all the background research on it.

Tonya: Yeah. That's a pretty big one.

Jim: Yeah.

[Video Fades]

Tonya: And you're doing the systems?

Don: I'm doing the systems.

Jim: [Points to Jamaal] Ummm...

Jamaal: It looks like you guys took everything.

Tonya: [Laughs]

Tonya: You can do transportation and delivery system.

Jim: And five year plan.

Jamaal: I can look into that.

Jim: Umm, I don't know if we really need to do that, transportation: that's more of a specific detail.

Tonya: No.

[Video Fades]

Jamaal: I have a proposal.

Jim: Big boss man.

Jamaal: Here's my proposal: You all pretend to be engineers, and then I'm the manager who doesn't know anything about engineering...

Tonya: [Laughs]

Jamaal: But then I'm going to boss you all around.

Jim: [Laughs]

Tonya: No, I'm the one that doesn't know anything.

Jim: Yeah, you're the social scientist.

Tonya: [Laughs] Yeah, I'm the woman.

Jamaal: And I just tell you all about the deadlines.

Tonya [Laughs]

End of Video

Team Video 4: David, Veronica, and Adam

Narrator: David, Veronica, and Adam are working on a project to redesign some campus brochures. In the first clip, they are preparing their proposal, detailing their plans for the redesign.

The second clip shows them working on the brochure, one week later.

David: Alright, she just told us what we need to do. So, you know, let's just throw something in there and make it up, right.

Veronica: Well, we really don't want to make it up.

David: Yeah, but we don't have time to sit there and go through, and you know, look everything up and stuff. I mean, we have a general idea.

Adam: We don't have to say it specific, we can always just...

Veronica: No, but I mean if you want all this information to be on there, you want it to look nice.

David: Yeah, we can throw the information on there and stuff.

Veronica: We don't want to throw it on there.

Adam: Kind of any way we want.

[Video Fades]

Adam: I like that.

Veronica: We're not finished, right?

David: All we need is a conclusion. I mean, we got everything here.

Veronica: So...

David: I'm going to stay and finish it up today.

Adam: Umm...I can stay a little longer.

Veronica: Well...uhh...[sigh]. So the pictures and all that stuff...

Adam: Pictures?

Veronica: That she was telling us... you know, that she was telling us to look at.

Adam: What pictures?

Veronica: [sigh] Never mind.

David: It's not "never mind." I mean if we need to look at it, then we need to look at it.

Veronica: I mean, if you think we're finished...

David: Well, I think we're close. We should be almost finished.

Veronica: Well, umm...if you think we're finished.

[Video Fades]

Veronica: I mean we kept saying, go back and revise it, and...I mean you know, we've been saying that we'll just send it to each other in an e-mail, and send it back to each other and so forth...I don't know.

David: Well, this is what I'm wanting to do. I'm willing to meet outside of class with you guys or...

Veronica: I mean I don't want to feel like...

David: Or, I can do all the revision myself, and then e-mail to you guys and you guys let me know what you think and e-mail it back to me.

Veronica: But...it makes me feel like ...

David: I'm willing to do that.

Adam: But we don't want to put the burden on you.

Veronica: No.... [sighs] It's supposed to be a group thing, and we've rushed through it. And I just feels we should take a little more time out to make sure we have it together.

David: Yeah but, well, we have everything together.

Veronica: I don't think the responsibility should be put on you. You shouldn't be doing *everything*.

David: Well I'm pretty good at revising...so I don't see why, you know.

Adam: Sometimes it just takes a specialist.

Veronica: I mean, I'm just saying that...

[Video Fades]

Veronica: Alright, that's fine... just do whatever you want to do, cause you already know I've got to go.

David: That's what I'm doing. Okay--so go to class.

Veronica: Alright, that's fine.

Instructor: Guys, guys. Hold on for just a minute, I need to interrupt here. I've been trying not to, but I've been listening to you, and it's time for me to jump in.

David: Yeah, okay.

Instructor: David, what I'm hearing you say is that you're volunteering to everything. And that seems great on the surface, but it's not allowing these two to do anything.

David: Okay.

Instructor: And I think Veronica wants to be a part of this.

David: Well, you know, I mean she has to go to class. We don't have a whole lot of time to work together so you know, I mean...

[Video Fades]

Adam: She has a point.

David: [Sighs] Whatever, let's just get it done.

[One Week Later]

David: So, uh, I was looking over this last night and I noticed that the format was terrible. I mean, what do you guys think we should do about it?

Adam: Mmm, change the type.

David: Okay. Alright, we can do that. Umm, also I thought maybe we can you know switch off, like every fifteen minutes or so.

Veronica: That'll work.

David: You know, get everybody at the computer for a little bit.

[Video Fades]

David: I like this right here. What do you guys think about that?

Adam: Make the font a little bigger?

David: Alright.

Veronica: Yeah.

David: Will what do you think?

Veronica: I like it.

David: You like it?

Veronica: Yeah, it looks good to me.

David: Well, I think it looks professional, you know.

Veronica: Yeah, cause I mean I like how you moved that up top and...cause I was going to say the same thing and so.

David: Really?

Veronica: Yes.

David: But you think we should make the font a little bigger though?

Adam: Yeah, just a little bit.

David: Okay.

[Video Fades]

Veronica: So, it's straight and to the point, so I like that.

David: Okay. You want to, you know, get on here and do some stuff.

Veronica: Yeah, that's fine. I'll do it.

[Video fades]

Veronica: That's looks good up there, right there. Cause it stands out, you know cause it kind of pops, it lets us know you know, what's going on.

David: Yeah. It looks good, it looks good. I think the fonts like are almost perfect, you know. There where they need to be and they stand out and you know bring in everything.

Veronica: Cause right there where it says: drop in academic support, that's really good. I like that.

David: Yeah, I like that too. Adam, do you want a turn on the computer?

Adam: Yeah, sure.

End of Video

Team Video 5: Jayme, Megan, and Joe

Narrator: Jayme, Megan and Joe are designing a website for the poet W.B. Yeats. The following slides show the group's final website.

This is the home page. It's the first thing visitors see and contains links on the right to all the major content of the site.

This is the first content page of the site it describes Yeats's biography.

Here we have a list of Yeats's collected works with links to his major poetry.

This final page describes the major literary and personal influences on Yeats's poetry.

The clip begins with members reviewing content Megan has drafted. They then discuss the layout and color scheme of the site.

Megan: Joe?

Joe: Oh, sorry, I was fixing the part right there.

Megan: Yeah. Yeah, I read it.

Jayme: Okay, Megan, overall it's pretty good, but I do have some suggestions though.

Megan: Okay, that's fine.

Jayme: If you take a look at the literature closely you, umm.... Well, it's not a big deal, but I think you should use a comma and not a semicolon.

Megan: A colon?

Jayme: Well, a comma.

[Video Fades]

Joe: I mean, you two are doing the research and I'm doing the technical side.

Megan: Yeah, we don't do any of the technical stuff.

Jayme: That's fine, but you still have to take our opinions into consideration.

Joe: I mean, my job is to do the layout, and that's what I'm going to do. I'm taking the backseat to the literary side of things.

Jayme: Yeah, we're taking a backseat to this, but you still have to take our opinions into consideration.

Joe: I mean I'll take your opinions, but it doesn't mean I'm going to follow them.

Jayme: We're voting on consensus.

[Video Fades]

Megan: Okay, so we're using white.

Jayme: Is B clearly visible to you?

Megan: I can't see it.

Joe: Alright! Let's go back to the other points.

[Video Fades]

Joe: Okay, here's the problem as I see it. Square one: everyone's wanting to be a leader.

Megan: I don't want to be a leader.

Jayme: And I don't want to be a leader

Joe: Listen up! Let's refocus.

Jayme: Well you're the one that wants to be the leader. It's not fair...I mean.

Megan: Okay! I think we need a time out.

Jayme: You basically declared yourself leader of the group.

[Video Fades]

Jayme: I like the red.

Megan: Yeah.

Jayme: But, if you guys don't like it, we can always pick another color.

Megan: Did you want to look for another color.

Jayme: Well yeah, that's fine with me.

Megan: So are you okay with that?

Joe: I mean at this point, I wouldn't care if little pink fairies were dancing across the screen.

[Video Fades]

Megan: When I sit back here with the other color, I couldn't read it.

Jayne: Yeah, you're right. We need to find something where you don't have to search to find what you're looking for.

Megan: Yeah, something that's light, and if you don't like the pink we can change it.

Jayne: Yeah.

Joe: I mean, I'd open new colors, but be realistic! How many people are going to sit back here and look at the screen?

Megan: Well, no.

Jayne: I mean it's about easy visibility. I mean how many times do I have to say it? Something that stands out, where your eyes don't wander.

Joe: I have no problem with changing the color.

Jayne: Well change it!

Joe: But pick something that blends in.

[Video Fades]

Joe: Go to view browser colors, that's the standard color for any website-blue.

Megan: Right.

Jayne: Okay.

Joe: It's the standard color set.