
Work Habits: A Self Study

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The doors are completely shut, and the television is playing a soft hum of soothing voices in the background. You can find me slouched in the corner of my comfy couch hugging my laptop. An ice-cold Diet Coke is on the end table next to me. No one is around, and if they are, they are on the other side of the door and better not come in and bother me. This is my place, the place where I am able to really get down to business. In this place I can crank out my best, most rewarding work. This is the place I absolutely love to disappear to, and feel undeniably best to focus and work my hardest. If you could only imagine just a week ago I had no idea this haven even existed. I would wager that two-thirds of the college students at UCF have no idea about their special little quirks that help them produce their best work.

Discoveries like this would have been impossible without the research I conducted on myself. This type of autoethnography is completely beneficial to help people understand their own reading and writing habits, much like it helped me understand my own. The outcome of this study can help the researcher learn skills that make one a better reader and writer, practices that hurt reading and writing, and all the little habits one has while reading and writing that would never have been discovered otherwise.

In 1979, Sondra Perl studied the composing process of unskilled writers using the think-aloud process, where she had her subjects speak their thoughts while they were brainstorming, writing, editing, and revising (Perl). While Perl used the think-aloud process for evaluating the thought processes of other writers, I wanted to focus my study on my personal habits while reading and writing. I believe that the think-aloud method causes writers to change the way they read and write because the think-aloud process interrupts thoughts about writing and reading. Carol Berkenkotter, another researcher of writing processes, not only had her subject (Donald Murray, a professional writer) use the think-aloud protocol, but she also asked him to keep a journal of thoughts and activities while doing a particular writing task. In the spirit of duplicating her study, I have chosen to do a self-conducted week long study that consists of logging all reading and writing activities to try and understand my own writing and reading habits. Doing this, I hoped to find patterns using analysis and coding, and attempt to correct habits that are not beneficial for me and to utilize more the ones that are. My plan is to gain more knowledge on myself as a reader and writer and to discover the practices I can do that will work better and produce the highest quality writing.

Prior to beginning my self-study I predicted that I would not learn anything from the data I obtained and would not have been able to find any patterns or draw any conclusions. I believed that I knew everything about my self as a writer and reader and could not learn anything new or beneficial to my work habits. So why does this research and data even matter? It sounds unimportant to hear about someone else's discoveries about herself, but it is the furthest thing from a waste of time. My idea is for this study to be replicated and conducted by other students just like myself. If someone confused and desperate was to read this piece, it could turn around his self-image of his work

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habits. With the help of this paper, he could conduct his own self-study and learn how to improve his work habits to achieve a greater effect. My hope is that other people would conduct this study for themselves and make great and enormous discoveries that could change their work career.

Methodology

After obtaining background knowledge of other studies conducted by credited writers, I choose a method very different from both Perl and Berkenkotter. With preexisting knowledge about myself as a writer and reader and practice using the think-aloud process, I knew the think-aloud process would never work for me. As a writer, I am very consumed within my inner thoughts. I do not like to be disturbed because it breaks my concentration. While I write, I plan and come up with quick ideas in my head that I cannot hold on to if I am distracted. When testing out the think-aloud method, I very quickly discovered I could not work this way and that trying to say my thoughts out loud made me lose them all together; it completely shut off my creativity and composing flow.

I decided to collect my research using a process of logging every single time I read or wrote in a detailed log. I constructed a log with the different criteria I wanted to write about divided into different sections of my chart to collect information about each activity I did. Over the length of a week, I carried around my log and recorded every time I did substantial writing or reading work. Activities like reading and writing emails, books, articles, stories, papers, notes, journals, homework, posts and chat messages on Facebook, and text messages were recorded in the log. I made text messaging one single event, but included just the general idea of the amount I texted each day. The type of criteria I was looking for in each activity were elements like the intensity, productivity, and the effect of the work I did. These three components I recorded using a scale of 1-5, five being the highest and one the lowest. In each of these sections I also added some notes pertaining to each of the topics of the sections. I also include the place at which I did the work, the technology I used to do the work, anything that distracted me, the time of day and the date, and my own description of the work I did. I included some general notes on the activity that I thought needed to be added in and would be important to look back on when I was trying to find patterns in the data.

After the week ended, I had collected eleven pages of logs that were very difficult to make sense of. To make analyzing easier and to find patterns, I decided to borrow a method used by both Perl and Berkenkotter for looking at data. I used a collection of codes and created strands made up of these codes to compare the activities. Using this technique I was able to create a more simplistic chart over the length of the entire study and compare all the strands of codes. The new chart included the times of the activities, the kind of activity, the place, and all other valuable information into strands of codes that could be looked at as an entire piece compiled of the entire study and all the data I collected (see Appendix B). Using this method made finding patterns and discovering similarities easy. I was now able to look at all of my condensed data on one piece of paper.

The single most prominent limitation on my research was the length of time during which I conducted the study. The week I gave myself did not allow me to make many connections in my work. With a longer study I would have been able to discover bigger patterns, perhaps ones regarding which days of the week I am most productive, or on which days I slack off and should avoid doing work.

Results

All my exact data and notes can be seen in Appendix A, and my coded chart in Appendix B. This is the data from which I drew all my conclusions and found patterns and discovered interesting information about myself that I would never have found out prior to this study. I uncovered many interesting revelations concerning my work, particularly information about the

places where I study, read, and write and which places are my most productive. I unveiled places that I slack off and should avoid because I get distracted with factors I call “space filler” activities (see Appendix B). I learned about what my best activities are, the type of work that I find the most satisfaction in and work my best at, and the activities that are the least satisfactory and rewarding. I also unearthed some interesting little things about myself that I had just never picked up on before.

Locations

From this research I made connections about the locations where I conducted my work. I discovered which ones were good and bad for my writing, and now I know where to completely avoid and where to head right away to construct my best work. Interestingly, the type of furniture I’m sitting in while writing matters. The information in Appendix B shows that on every single day, except Day 4, my highest averaging tasks always were conducted in the presence of comfy furniture. I discovered this by looking at different work I did around various areas. Also, in Appendix B are the scores from working in my Psychology class and at my home on the couch, ranging from average scores three to five, five being a perfect score. A perfect score would mean that I worked with the highest level of intensity and productivity and was perfectly satisfied with

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the effect of the work I did. At first, I just thought this was a coincidence, but then I went back and analyzed the locations of the activities with the low scoring averages. In locations with hard furniture, I always scored at most a three with the majority scoring less than that. Comparing Appendices A and B, it is evident that on Wednesday the 11th and Thursday the 12th I had many activities in locations without soft furniture. On both the 11th and the 12th in my English class, outside of the bookstore, and the student union, I scored very low averages for each activity. After contemplating this data I realized the coincidence being the furniture. The reason I consistently score near perfect in my Psychology class was that the chairs in the lecture hall were cushioned unlike the chairs in my English class that are only hard plastic. Also, I score very well at my house, and my absolute best spot is in my living room on the big soft cushioned couch. Unlike these places, the bookstore and the student union both have furniture that is hard and uncomfortable. From this information, I learned that for me to get more quality work as a whole I need to work in areas that are soft and comfortable, not tough and

unyielding.

Other than learning about the type of furniture that had an impact on my work, I wanted to look at each of my three main measures on my graph: productivity, effect, and intensity. I wanted to compare the activities I scored the highest and lowest in either at my home or school for each of the three categories (Appendix A). To do this, I tallied the activity and its location to see which had the most or least occurrences. First, I was concerned with my productivity. When I looked at all my data I found out that at school my most productive activity was taking lecture notes for my Psychology class and my least productive activity at school was made up of all space fillers—things like checking my email, Facebooking, or surfing the web. At home my most productive activities were tied between reading for my Psychology class and working on projects for my Composition class, and once again my least productive were space filler activities (Appendix A). When I looked at the effect portion of my data, the information I learned was very similar. At school I felt the biggest effect for my work when it came to writing lecture notes for my Psychology class and the lowest being reading and writing work that I did during my English class, and once again my highest effect at my home was when I was reading chapters for my Psychology class and my lowest being more

space filler activities (Appendix A). The last category I looked at was the intensity of my work. At school, my highest score was writing lecture notes in my Psychology class and my lowest being Composition class work, and at home the highest intensity was when I was working on my Composition project and the lowest was when I was reading for Psychology (Appendix A). From this I could see patterns. I noticed that for all three categories at school my highest scoring activity was taking lecture notes for my Psychology class. From this data I could infer that perhaps in more intense, fast-paced work, I am more productive and push myself to a more fulfilling effect. Coincidentally, Appendix B shows that for every school day my highest averaging activity at school was taking notes in my Psychology class. I will build on how intensity affects my work in the Day of the Week section of this paper.

One question I wanted to find out was where I was most productive with my work outside of the classroom setting. Looking at Appendix B, I was able to see the composite score of each activity and the location of where it was compared to all of the other activities during the entire length of the study. Reviewing all the scores and locations, I detected that my most productive and effective area to do my work was in my living room or TV room on my couch. I thought this was very interesting because this spot is out in the open of my house where I am vulnerable to all the annoyances and distractions of my family. To see examples of score and location, see Appendix B Days 2, 5, 6, and 7. One other piece of information I uncovered pertains to where I do my homework. After reviewing my data I found out that I never do my homework at school while I have free time, and I try to always find distractions with friends or space filler activities. I always wait until I am actually home to do my homework. I guess the term *homework* is a very literal one for me. From all the data, I discovered many great bits of data pertaining to the locations of where I do my work, and now I feel better prepared for the future to know where I should go if I want to create my greatest work.

Time of the Day

Many people are unaware of times that they are incapable of producing good work; I was definitely one of those people. There were times when I would try to do work to get ahead, but it would just never happen and now I have some understanding about why this happened. From my data, I gathered a lot of interesting information concerning the time I perform my work. Using Appendix B, I could see that I do not produce good work and do not like working after 10:00 pm. If I am forced to work into the night, I score very low in all categories and I am very unsatisfied with the work I produce. Consistently, every single day of the week I do no reading or writing work before 10:00 am (Appendix B), and every school day I do not start any kind of work until actually in class. From this I inferred that I do not work well in the morning time, and from about 11:00 AM to 12:00 PM is when my motivation to work starts to pick up and I score higher during my activities. On the weekends, the earliest I start reading or writing is at exactly 2:00 pm both days (see Appendix B, Days 5 and 6). This data helps to prove my theory that I work best around the middle of the day.

One last discovery I made pertains to the work I attempt or avoid during my free time at the UCF campus. Appendix B reveals that from about 1:30 pm until about 4:00 pm I do a very small amount of schoolwork, and, if I do attempt to get ahead with some reading or writing assignments, it does not go very well. The only time I actually worked hard during this time was if I was under a time crunch to meet a deadline, such as, for example, finishing a paper or taking an online quiz (see Thursday the 12th from 2:00-3:00 pm in Appendix A).

Day of the Week

One very interesting and surprising piece of information I learned from my data was in regards to the days of the week that I worked best. After reviewing the averages I calculated for the entire day seen in Appendix B, it is easy to see my highest scoring days of the week. I originally believed I was a horrible worker on the weekends and did absolutely nothing, but the data revealed otherwise. After analyzing Appendix B, it was clear that my best days for working throughout the week were by far Saturday and Sunday, with Sunday being the absolute highest with a score of 4.8 out of 5. This is when I questioned my past theory of intensity and how it affects my work. This data helps to confirm my prediction that I work my best when I am under pressure and that I do most of my work last minute the day before it is due. Looking at the score of 4.8 out of 5 on Sunday very much confirms this theory. For both of the activities I was working on, I made a deadline for myself to be finished by Monday. I had knowledge of both assignments all week leading up to Saturday and Sunday and I dabbled in both assignments a couple of days before the weekend, but I did not really get to work until the weekend came along and it was my last resort. With the pressure of an approaching deadline I was able to work my absolute best and achieve my greatest effect under these high intensity circumstances. Another feature I learned about my work on Saturday and Sunday is that I only do my work during the day from 2:00-8:00 pm, and I only work 3 to 4 hours max before I have to switch the activity or take a break with some filler activity like wasting time on Facebook or deleting junk emails. Yet another little interesting habit I noticed is that on Mondays 2:00-6:00 pm I do absolutely no reading or writing work (see Appendix A and B). My idea behind the reason for this is that it is the beginning of the week and Mondays are always very slow for me. I have a hard time getting motivated and doing my work and I usually end up waiting until later at night to get started. Reviewing both Appendix A and B, it is very easily observed that my least productive day of the week is Friday; I did absolutely no work at all. The only reading and writing I did was on my smartphone receiving and sending text messages. I believe the reason behind this habit is that it is the end of the week and I just want to relax. Taking into account my procrastinator personality, this is easy to believe that I would slack off all day Friday to relax and enjoy myself and save all the hard work for Saturday and mostly Sunday.

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Other Discovered Habits

Some information this study has brought to light involves some little unique quirks about my work habits. I found it very odd that I constantly have the TV playing in the background while I both read and write or even work on a project (see Appendix A). I think this is very unusual. Most people that I know like to do their work in the privacy of their rooms with complete silence. I, on the other hand, like to be in the center of the house with background noise playing. I think the low, hushed noise from the TV keeps my mind going. When it is too quiet, I get lost in my thoughts and my own mind becomes a distraction. Another interesting habit I have is when I am doing any kind of work at home. The first thing I do is sit with my work in front of me, but then I sense something is missing and not right. So I get up, leaving behind all my work, and go get an ice-cold can of Diet Coke from the refrigerator. Even if I don't drink it, the Coke has to be next to me any time I am doing work while I am at my home. This can be seen in Appendix B every day while I am working at my house. I also discovered the type of work that I score my absolute best in. In Appendix B, the averages from each activity clearly show that I score higher and feel a greater satisfaction when I am doing writing assignments. I have no idea how to explain this discovery beyond the idea that having tangible results comes from writing and not from reading, and the fact that I have a finished

product is very satisfying to me and makes me feel like my work is a success. I further noticed a pattern using the averages for each activity in Appendix B regarding reading and writing for my Composition class. The numbers from my data conclude that I have a hard time focusing on reading the articles in the Composition textbook, but when it comes to writing the journal I always score myself fairly high and always beat the score of the reading. This perhaps goes along with the discovery that I score higher in writing activities. The last discovery I made pertains to how I work when I have multiple assignments to complete. I noticed with my data (Appendix A and B) that when I have multiple assignments to do, I have to take breaks every so often to keep myself on track and to avoid crashing and quitting work altogether. When I have had enough with one activity, I take a short break to get a snack, go on Facebook, check my mail, make brownies, or just play on Google for a little bit and surf the web. After I am done with my little distraction, I go straight back to work and my focus and concentration goes up tremendously. After my break I feel revived and ready to keep working; I feel more alert and motivated to finish my work. I also observed that when I have very important tasks to complete, I avoid the distraction-based breaks and use my other assignments as my change in scenery. Then I will work on the new assignment until I cannot bare it anymore and switch back to the old one. This usage of short breaks and switch-offs of tasks helps to keep me concentrated and productive and is really beneficial for me to get my work done.

Conclusions

From this study I collected amazingly useful and beneficial information about my work habits. The research helped to reveal some flaws and assets pertaining to the way I conduct my work and brought to light things I need to change to make myself a better student. I now have ideas like setting earlier deadlines for myself or setting small goals that keep the intensity of my work high so I will not only perform well, but also get my work done in a timely manner and not work myself the entire day before to catch up to make a due date. This study also brought to my attention what I can focus on to improve my work and my work habits. For example, I now know that the place where I do my work matters. This study has provided me with self-knowledge and tools so I can work at my highest productivity and guarantee the highest effect possible and always ensure success. By conducting similar research experiments, students everywhere can learn about their work habits and evolve their work processes to achieve the highest success in their academic careers.

Works Cited

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Emileigh Wright

Emileigh Wright is in her first year at the University of Central Florida, but is by a sophomore by credits. She was grateful to be chosen as a panelist in the Knights Write Showcase. Her major is Biomedical Science and she hopes to attend medical school after graduation. She eventually hopes to open her own practice one day as well. She is a member of the National Society of Collegiate Scholars, and the Phi Eta Sigma National Honors Society.

APPENDIX A: WRITING LOG

Date Time	Name of Activity/ Location	Intensity 1-5	Affect 1-5	Productivity 1-5	Materiality- Technology	Interruptions	Description of activity
7/10/12 12-1:10 pm	PSY Class writing lecture notes -Psych classroom	4- fast pace lecture, a lot to write quickly, concentrate a lot, work fast	3- notes good, got all info, prepared for test, help for test	4- worked hard, ignored most distractions, wrote really good notes, 2 full pages	Writing with pen and paper while listening to lecture w/ power point	Texting, friends talking to me, people talking near me	For length of class listen and wrote notes for tests on lecture
7/10/12 6:12	Reading psy textbook -Living room on couch	<1 read like 2 paragraphs then got distracted	<1 didn't do much work	<1 distracted, didn't read much	EBook on my laptop	Texting, internet, TV, Ipad, eating	Tried to read a chapter for psych
7/10/12 9:36-10:41 pm	Reading psy textbook -At my best friends house in her room	1-didn't work hard at all, wasn't really focused, read slowly and leisurely, no concern for time	2-I got some good info and took a quiz and got a 100, but need to read more	1- got some work done, didn't focus much to finish reading, read slowly, only finished 1 section and a self quiz	EBook on my laptop	At friends house, talking, lots of loud background talking, cheesecake, computer	Read chapter for a good period of time then got distracted w/ my computer for a while
7/10/12 11:48-12:30	Facebook chat -in living room	1 doesn't take much thinking or effort	3 got to talk w my bff talked about plans and important things	1 didn't really accomplish much more for enjoyment	Laptop, Facebook	TV, mother, Facebook posts	Chatting my best friend on Facebook
7/10/12	Text messaging reading and writing about 1000 -Everywhere	1 very easy barley have to think both ways	5 found ways to meet with friends talk about important things, talk to parents	3 got things accomplished some productive some for enjoyment	Cell phone	School, hw, TV, eating, driving, talking w friends, don't hear phone	Texting back and fourth both reading and writing, communicating
7/11/12 10:30 am	Reading in enc class/ analyzing text/ writing out parts of introduction -English class	3- have to search through text, read, learn new concepts	3-learn more about pieces of an introduction, good notes, good understanding	3-paying attention, taking notes, concentrating	Textbook, pen, laptop	Writing notes, cell phone	Learning about parts of an introduction and finding them in a piece of text by highlighting and reading
10:55 - 11:17 am	Reading article by Berkenkotter in class -English	3-the reading was a little difficult to understand and it was very long and	1-learned some about the article and study but nothing much more	3-read very focused, only some distractions like some texts like 4	Writing about writing text book	Logging about reading, texting, teacher talking	Didn't finish reading teacher stopped for discussion, kind of

	class	boring		and people walking in and out; didn't finish reading		people leaving the classroom	confusing and hard to follow
11:30-11:50	Writing notes and summary -English class	3-was easy but difficult to understand the task form teacher's directions. Simple and short summary, notes help think for project ideas	2- got some good notes and some starter sentences, better understanding with the notes on what to look for in this project	3-wrote all notes finished my mini summary, somewhat concentrated, worked leisurely	Textbook, laptop typing	Teachers' interruptions, text messages receiving and answering.	Writing short summary of readings, taking notes on ideas for paper, listening to teacher
12-1:10pm	Writing lecture notes -Psych class	4-hard to keep up with the teacher, a lot of new info to listen to and get into notes and not miss things, fast paste, a lot of writing	3-well organized informational notes, understand concepts, good review to study for test, 3 pages of notes	4-very concentrated, working very hard and fast, very productive with notes, much didn't distract me, got 3 pages of notes	Computer, typing notes, watching PowerPoint slide	Receiving texts, sending texts	Listening to lecture with a short PowerPoint while typing notes at the same time
1:30 pm	Reading on the internet, LINK schedule, Facebook, challenge course at ucf -Kyoto sushi restaurant	1-leasurly reading info, looking up campus stuff, looking at statuses, eat, relaxing	2-found possible link events, learned about challenge course, saw some statuses	1-eating, talking, relaxing, not looking to accomplish anything, having conversations	Ipad	Talking with friend, eating, seeing people, people talking, surroundings, friends dad coming	At lunch relaxing looking up some things, browsing the internet.
2:30 pm	Reading over log, adding more details, editing it -Kyoto restaurant	1-wasn't to focused, relaxed, worked at my own pace	4- very detailed, organized, corrected log; really good at the end; lots of good info	4-very concentrated, finished Farley fast, finished entire log, very productive	Laptop	Background noise	Fixed my log, despite all the loud noise nothing distracted me
4:20-4:23 pm	Reading rubric for project to find out what articles to read -Living room	1-not intense at all read for answer then done	2-know what articles to choose from to read	1-read fast, got info I needed	Paper	TV, mother, sending receiving texts	Skimmed over project paper to find what articles to read for hw

	couch						
4:28-4:56 pm	Reading article by Berkenkotter -Living room couch	3- had to focus on reading to understand, long article	3-understand almost all of the article, some things unclear but understand major concept	3- read fairly fast, stayed focused, finished article	Textbook	TV, mother talking and asking questions, receiving, sending texts	Reading the article while simultaneously highlighting important information and making notes in margin
5:00 pm	Reading emails -Living room	1- not intense at all	1-junk emails	1-no work done	Laptop, internet	TV	Going through emails, deleting junk, checking emails
5:15-5:50 pm	Writing journal entry for article -Living room couch	5-had to concentrate very hard, look over notes, write summary and an analysis, kind of hard	4-I think my analysis was very good and well thought, I think my journal is very detailed and well written	5-I did a lot of work with this journal, had to really think and condense all the main points of the article in my head	Laptop, word, typing	TV, phone call, texting sending and receiving	Wrote a journal on the article, wrote a summary and an analysis of the article
7:18-9:57 pm	Reading chapters in psych book -My friends house	3-the reading isn't hard, some concepts difficult, relaxed not rushed, a lot of material to remember and learn	5-learned a lot of new information, A LOT, feel more prepared for quizzes and tests, know most of the info for ch6	3-when actually reading very concentrated, read almost full chapter, took short breaks, not rushing reading slow, not overwhelming myself	Ipad	My friend talking to me, friend reading out loud, friend watching YouTube videos and showing me some, making brownies, eating brownies, making and eating popcorn, stopping to talk tell stories about day	Read sections of chapter 6 in my psych book. During the time I took short breaks to not overwhelm myself and stay relaxed, took mini breaks to talk and let loose and laugh, made it easier to start concentrating again and read a lot. Read, min break sequence.
10:10-10:30pm	Surfing through Facebook reading posts - Friends house	1- didn't do any work	1- no affect	1 -no productivity	Laptop	None	Looking at photos, reading posts, creeping
7/11/12	Texting, reading and	2-some texts long some	5-arranged meeting with	5-got done all my stuff,	Cell phone	School, driving,	Sending and reading text

	writing About 1000	short, not hard at all, quick and easy	friends, communicate with mother, friends, able to discuss important things with dad, set up plans	scheduled meetings, resolved conflicts, made me happy....		people talking to me, class, eating	messages
7/12/12 9:04 am	Checking emails -Kitchen	1-not intense at all	1-no affect	1-not really productive	Laptop	Breakfast, talking to grandmother, leaving on time	Checking emails at home before coming to school
10:25- 10:48 am	Open writing about how we think of ourselves as a writer -Enc classroom	2-easy topic, lots of ideas, wrote with ease, not very hard	2-not that much writing, more for ideas, no finished product, just brainstorming	5-wrote very fast, no interruptions, got all my ideas down	Laptop	None	Open ended writing explaining myself as a writer, habits, personality
11- 11:20 Am	Writing notes, parts of methodology section for our paper -Enc classroom	3- Just a rough draft taking down ideas, some topics to look at for paper, just for ideas	4-got some good notes for how paper should look have in it, have start to methodology section, better idea for paper	3-productive in writing the notes, and starting methodology section, good start to working on paper	Laptop, Word	Receiving a text and wanting to open it	Wrote some notes about what paper should have and look like, wrote a piece of my methodology section of paper
11:21- 11:30 am	Reading example of paper in text book -Enc classroom	2-easy to read, not really interested in it, reading fast	1-didn't really get much affect besides seeing a sample of a students work	1-wasn't really into the reading, skimmed through it but looked through the whole thing	English textbook	Reading and sending text messages, anticipating getting out of class, worried about meeting up with friend	Assigned in class to read article, but I wasn't interested in it so I just kind of skimmed through it to get an idea of it
12:00- 12:45 pm	Writing Lecture Notes -Psy classroom	5-teacher talks very fast and doesn't repeat anything, had to flip through PowerPoint and write notes at the same time, new info kind of confusing	5-really good notes with examples and elaborations, all the info makes sense, good reference for the test and to study, good understanding of what we were learning	5-very concentrated, barely any distractions, good job toning them out, took a lot of really good notes, paid close attention, understood all the concepts	Laptop, PowerPoint	Reading and sending a couple of text messages, Shelby blabbing next to me, worried about cell service and missing an important text	Took notes on power point while the teacher lectured out loud and showed about 4 slides in all and lectured about them

1:20-1:45 pm	Google-ing things to do in Orlando -Student Union at UCF	3-internet was being so slow and was very frustrating	1-found out nothing the web pages wouldn't load	1-learned nothing, didn't make it on to very many pages	Ipad	The internet problems, helping friend on laptop, people talking around and walking buy, the people using the ATM, talking to friend, thirsty, getting drink	Browsing the web looking up things to do in Orlando, reading webpages to find things to do tonight but the internet wouldn't work so was a complete failure
2:20-2:32 pm	Reading journal I messed up from last night, highlighting and making notes as I read -Out side the bookstore at UCF	1-very short article and easy to understand, has humor	1-interesting but really didn't get anything out of it but a new weird theory to writing	4- very few distractions, read entire story quickly and easily	English textbook	Wind outside, loud people at table next to me, people walking by, loud groups walking buy, people talking, thinking about web courses not working	Reading the entire article and highlighting interesting and important things and making notes in the margin
2:36-2:59 pm	Writing journal entry on the reading I just did -Out side the bookstore at UCF	3-was a little difficult the reading was very short and I didn't have a lot to write about	2-a pretty good writing journal but it was very short	2-wrote slow lots of distractions took me a while to write it	Laptop, word	My friend coming to sit with me, reading part of her book to me, talking to me about a gay guy with kids from TV, people walking by	Wrote a journal about the reading with a summary and analysis on the article.
3:10pm	Wrote email to my teacher -Out side the bookstore	1-not hard	4-got my work to my teacher	1-short simple fast	Laptop, email	My friend talking to me	Sent teacher email with assignment attached
4:45-4:55 pm	Reading Psych book -Living room on couch watching TV	1-barley read extremely distracted	1-read only like a page	1-didn't read like anything, super distracted	Ipad	Phone call, texting sending and reading, TV	Try to read chapter in psych book
7/12/12 All Day	Texting; sending and reading all day -	1-not hard doesn't take hard work, no focus, simple	5-Get all my plans for the day, talk to my parents, ask them to go	5-Talked to everyone I needed to, made all my plans, could	Cell phone	People talking to me, getting dressed, TV, driving, busy	Sending and receiving texts all day long

	Everywhere, about 1000		places, way of communicate and get things done	multi task		doing something, doing something with someone	
7/13/12 All Day	Sending and receiving texts, about 1000 -Everywhere	1- not hard doesn't take hard work, no focus, simple	5-Get all my plans for the day, talk to my parents, ask them to go places, way of communicate and get things done	5-Talked to everyone I needed to, made all my plans, could multi task	Cell Phone	People talking to me, getting dressed, TV, driving, busy doing something, doing something with someone	Sending and receiving texts all day long
7/14/12 1:56 pm	-Reading Emails -Living room couch	1-not hard easy just reading no concentration	2-got some info about my bright futures award, read my emails	2-looked at emails didn't really accomplish much	Laptop	TV, dog scratching at the door, texting	Reading emails, going through them, reading and deleting
2-3pm	-Read chapters in Psych book -Living room	3-had to pay attention some what and concentrate mildly but reading slowly, no rush	4-finished reading a chapter in the book, took self quizzes and got 100s, know info pretty well, prepared for chapter quiz	4-finished reading the entire chapter in the book, now have less to reading, getting good work done	Ipad	TV, sending and reading texts, getting drink, phone calls, taking care of the dogs	Reading chapters in my psych book to prepare for the quizzes and test
3-6:00 pm	Working on rhetorical analysis video -Living room couch	5-had to learn how to work program, hard, many pieces to video, had to look up pictures, write analysis, and put together movie	5-finished about a minute and 30 seconds of video, worked really hard got a good amount of video completed	5-even with lots of distractions I was very concentrated on my movie, I read the English book, looked up pictures, wrote dialogue, and created the movie	Laptop, IMovie	TV, sending and reading text messages, getting a drink, walking the dogs, feeding the dogs, talking on the phone, going to pick up my little brother, helping my grandfather	Looked up information in the textbook, surfing online, made and edited movie, wrote dialogue.
7/14/12 All day	Texting, sending and receiving -Everywhere	1- not hard doesn't take hard work, no focus, simple	5-Get all my plans for the day, talk to my parents, ask them to go places, way of communicate	5-Talked to everyone I needed to, made all my plans, could multi task	Cell phone	People talking to me, getting dressed, TV, driving, busy doing something,	Sending and receiving texts all day long

			and get things done			doing something with someone, shopping, shower, dinner	
7/15/12 11:30-11:50 am	Putting adds up on Craig's list -Kitchen table	1- not intense at all	5-put all my moms furniture on Craig's list so it can be bought.	3-put adds up quickly and adds good	Laptop	Talking to grandmother and grandfather and brother, little sister waking up, texting, coffee	Put three adds up on Craig's list to sell furniture.
2:02-4:29 pm	Reading chapters in psych book -TV room	4-wasn't that hard but I was getting cranky and didn't want to work and I had to really try hard to stay focused on the reading	5-Finally finished chapter 6 and only one more section in chapter 7, good understanding well prepared for tests and quizzes	5-took a long time to read but really read a ton. There are so many pages per section and chapter. Read about 6 sections all to gather	Ipad	Texting, little sister, TV, little sister slamming door, singing, dogs, grandmother coming in to talk, really like the show on TV	Reading chapters in my psych book to prepare for class and test and quizzes.
4:50-8:00 pm	Working on ENC movie -TV room	5-had to learn how to use a new software, lots of parts went in to making it, had to work really hard to finish, worked for hours straight	5-finished my entire video, I think its really good and all my information in accurate and my video is very good	5-worked all day with all the distractions and finished my work in a really timely manner, I was very concentrated.	Laptop	TV, texting, little sister talking and singing watching TV, grandmother keeps coming in to bother me with pointless things, people asking me questions, eating, walking the dogs, texting	Creating movie on laptop for project, both writing and editing for script, speaking, and putting movie together
All-day	Texting both reading and writing -Everywhere About 1000	2-not hard most texts easy, don't have to write a lot or concentrate just say what's on my mind, no bad topics mostly happy	5-talked to people I missed, talked to mother to ask her important questions or when she tells me to do something, taking care of friends dog texting to	5-can do pretty much anything while texting I can multi task very well, say everything I need to say to people, get all important conversations done	Cell phone	Driving, eating, talking to people, walking the dogs, TV, homework, eating, taking shower, parents	Texting throughout the entire day from the time I wake up till about 1130-12 when I go to bed, get everything I need to communicate about done, very important

			meet her so she can get him				
7/16/12 10-10:30am	Analyzing classmates week log and writing notes about it -ENC classroom	3-not very hard but had to focus moderately to make sense of the data and draw some conclusions about it	4- I thought I found all the patterns I could, wrote them all out	4-read through over and over to find patterns, worked hard to make sense of it, focused on data to draw conclusions	Pen and paper	Texting, sending and reading	Reading over partners log to find patterns in her work habits throughout the day, writing notes, highlighting
11:00-11:38 am	Writing notes analyzing my data for chart -ENC classroom	4-lots of info my chart is very full I had to focus really hard to try and make sense of it all; I was having a hard time finding patterns	3-found some things and wrote notes about it but not that mush. It was hard to find patterns there is a lot more to analyze with my log	3-worked hard but I was having a lot of trouble scrolling through the log on the computer, couldn't really figure out that many patterns	Laptop	Teacher walking around the class, stopping to ask me questions about what I was finding out, texting, checking the clock to leave	Reading through my log to try and find patterns in my work habits, writing notes on a word document for my analysis section of my paper
12-1:25pm	Writing lecture notes -Psych class	5-very hard to keep up, was having problems with my power point couldn't find the one he was using to write my notes on, talked really fast lots of new info	4-notes were very detailed but a little confusing cause I couldn't find the proper slide that they went with but are still really good informational notes	5-very concentrated, wasn't very distracted played very close attention, wrote very detailed notes, got all the notes down	Laptop	Texting, trying to get service, thinking about what I was texting about, thinking about getting out of class	Writing notes from a lecture by my professor while looking at lecture note slides and writing notes
5:00-6:25 pm	Taking open book chapter 6 and 7 quiz for psych online -Living room couch watching TV	4-had to read the book and look up answers I was unsure of also recall things from my reading, some questions hard and I didn't know	5-got 100s on both of my chapter quizzes	5-got finished with both quizzes in a little over an hour could have done a lot faster if mother wouldn't have kept calling	Laptop and Ipad	Texting, TV, dogs barking, little sister getting home from daycare, mother calling multiple times, ordering pizza, brother asking me questions	Taking two quizzes on web courses while at the same time reading and searching through textbook on my laptop
8-8:50pm	Analyzing log of work,	5-very intense had	3-good first set of data	5-worked well didn't	Laptop, pen and paper,	Texting, TV, mother,	Making notes for log, going

	writing notes on paper, coding on my log -Living room couch in front of TV	to go through lots of info and was hard to make sense of	collected found some patterns but still more to find	really get distracted, got a good amount of work done	log	sister, getting drink	through and highlighting, and writing to make sense of all the information
All day	Texting sending and reading -Everywhere	2-not really intense very easy to text doesn't take much thought or hard work	5-talked to parents, maintained relationships, set up hanging out with friends and knowing important information	5-can text doing almost anything and can do other work at the same time always fast to respond always say what I need to	Cell phone	Driving, TV, eating, parents, talking to people, doing something, school, working on homework	Sending and reading text messages throughout the day for various reasons

APPENDIX B: CODED CHART

