

Responding to Student Writing: Three Approaches

Comments + Endnotes

- Decide Digital Drafts/Hard Copy
 - comment functions/highlighting are useful
 - plus using a digital submission via BB keeps a record of each draft and you can send feedback drafts back to them—especially important if you do portfolio grading.
 - Track changes is useful but don't over do it...Remember it is theirs, not yours.
- Provide comments (positive and negative) throughout the draft
- Remember, grammar/editing issues are not your first goal
- I personally have an aversion to red pen...I refuse to use red font/pens when commenting

ProTip Number Two: Ask prompting questions as some of your commentary...Such as the following:

- 1) How do you see this fitting into your argument overall?
- 2) What kind of conversation are you having with your sources?
- 3) Help me understand the "so what?"

PROTIP NUMBER ONE (IN TWO PARTS)

- 1) **Always address your student directly when providing comments, feedback, questions.**
- 2) If you think your feedback is being ignored, include responding to the feedback as part of the process. They can write a reflection or systematically respond back to your feedback on a draft with their own comments/answers via comment/track changes on a draft.

Student Question Driven

- Decide Digital/Hard Copy
- Students are often self-aware of their shortcomings in their writing (or at least their own perceived issues)
- In later drafts, give students agency in the responding.
- Give students the chance to ask you specific questions to respond to for your feedback.
- Have them highlight sections they want you to specifically give attention to
- This also works well during workshop days
 - While circulating the room, students can have a marked paragraph/section that you examine during the workshop in addition to their peer review.
 - This helps you negotiated the space and check progress on drafts (even earlier drafts like 1st drafts)

Final Projects & Remix/ Remediation

- How much feed back do I give to a final draft?... That depends on the following
 - If you do paper by paper, final comments on a draft are probably brief...consider ways to suggest applying that feedback to future projects
 - Sometimes we teach remix/remediation of a project...suggest ways a student could take that print text and turn it into a video/podcast/tumblr/etc.
 - Do you offer revisions for grade increase?
- How do I respond to a remix/remediation "draft" WHAT DOES THAT DRAFT EVEN LOOK LIKE?!
 - Perhaps a storyboard or a map is a draft for this.
 - Brainstorming feedback is useful here

ProTip Number Three: To read the **entire** first draft or not to read:

- 1) I don't read them. They are usually a mess of some sort...After it goes through peer review, then I extensively read draft two. It gets rid of what we call "the word vomit" in class
- 2) I do read sections during workshop of the first draft...to see the directions and help their find a good path.