

Responding to Student Writing

CUNY WAC Writing Fellows Professional Development Program
August 25, 2015, 3:30 PM to 5:00 PM

Rebecca Devers, New York City College of Technology
rdevers@citytech.cuny.edu

Required Readings (to be completed before 8/25)

- “The Phenomenology of Error,” by Joseph M. Williams (*College Composition and Communication*, 1981)[File 4.1]
- “The Complexities of Responding to Student Writing; or, Looking for Shortcuts via the Road of Excess,” by Richard Haswell (*Across the Disciplines*, 2006) [File 4.2]

Prezi Agenda

- Overview
- Video, “Beyond the Red Ink: Teachers’ Comments through Students’ Eyes”
- Higher-order concerns vs. lower-order concerns
 - “Minimal marking” strategies
 - English Language Learners
- Supporting feedback exercise (use Handouts A and B [Files 4.4 and 4.5] as directed)

Read the sample student paper, following this protocol:

1. Put your pens down, and read the piece out loud (if working in groups, consider reading one paragraph each.
2. Make a non-judgmental observation about the paper. This should be something we'd all agree on ("The student incorporates a quotation" or "The paper has five paragraphs.")
3. Note one thing the writer does well.
4. Identify an idea you found provocative, or that you'd like the student to develop.
5. Identify one or two patterns of error.
6. Combine your observations to compose an end comment that will promote revision and move the paper forward.

- Discussion
- Implementation strategies
- Follow-up assignment: When you think of your development as a scholar and as a writer, what has been the most helpful feedback you’ve received on an assignment? In the discussion below, be as specific as memory will allow. Which types of comments helped you improve your writing or thinking? Which types of comments have you found least helpful?

Suggested Further Reading (also available in the WAC Resource Center files)

- “Responding to Student Writing” by Nancy Sommers (*College Composition and Communication*, 1982) [File 4.6]
- “Reading, Commenting On, and Grading Student Writing,” Part Four of *Engaging Ideas* by John Bean (Jossey-Bass, 2011) [File 4.7]