

Some Ways to Help Students Give (and Get) Useful Revision Feedback

Create an environment of mutual trust and support through early-semester partner and low-stakes small-group activities (e.g., sharing ideas about readings or brainstorming possible topics for an upcoming writing assignment).

Share your own process as a writer, including the in-process feedback you have received on article/chapter drafts and how it encouraged, frustrated, helped, didn't help you (and why).

Clearly articulate the characteristics of effective writing in your discipline. *What do historians (psychologists, theologians, etc.) value and why?*

- Highlight these characteristics in assigned readings, when possible.
- Invite students to do rhetorical analyses of disciplinary readings, focusing not only on purpose and audience but on key features of effective writing (for your discipline).
- Link your assignment evaluation criteria explicitly to these characteristics (or your priority characteristics for the particular course/level).

Model useful feedback methods by

- Showing videos of small writing groups at work (e.g., TCU Writing Workshop Demo on YouTube [www.youtube.com/watch?v=g8i7zDYHQ-g]).
- Inviting tutors from the Writing Center to give a demonstration.
- Sharing a draft that you have commented on, guided by pertinent assignment criteria, and explaining your responses.
- Engaging students in a whole-class discussion of a sample (anonymous) draft, recording their responses, and asking which responses would most help the writer revise and why.

Structure peer-response sessions by

- Requiring draft and/or revision cover letters, which include a list of perceived strengths and weaknesses, plans for further revision, and questions for readers.
- Developing peer-response guides that reinforce the assignment criteria.

Emphasize the value of peer feedback by

- Scheduling separate opportunities for peer versus instructor feedback (e.g., peers respond to draft, instructor responds to revision). *(If you provide feedback on the same version that the peers are responding to, writers will not pay attention to their peers' comments.)*
- Providing students time in class, if not to read and respond, then to discuss feedback and talk about plans for revision.

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