**Questions to think about:**

1. **What can I do in setting up the assignment, so that responding isn’t as daunting?**
   1. Clear expectations and preparation (“Most of you will probably need to re-write this paper.”)
   2. Scaffolding (instructions, heuristics, rubrics, sample papers, pre-writing activities/assignments, small/large group discussion)
   3. Reflection: Why am I seeing these patterns of problems with this assignment?   
       What can I change or clarify next time?
2. **What are my goals for this assignment, at this phase in the writing process?**  
   (How can I make those goals explicit to students?)
   1. Early draft: focus on argument/evidence (vs. editing/proofreading)
   2. Later draft: focus on tone/word choice, style/grammar
3. **What format for feedback works best for me? (stylistically, logistically)**
   1. Written only
   2. Written plus conference
   3. Individual conference (in-person) only
   4. Audio/other?
   5. Peer/mentor/tutor (instead of, or in addition to, instructor)
4. **How can I show that I care about what they have to say, in addition to how they’re saying it?** 
   1. Using writing in class
   2. Providing thoughtful comments and questions—curious and modest tone
   3. Being clear and explicit about what’s working well and what they can do better
5. **How can students be a part of the feedback process?**
   1. Self-reflection (e.g., “Writer’s Memo”)
   2. Peer review (with preparation/guidance)
   3. Analysis of model essays in class
      1. Using rubric!!!
   4. Sharing our own writing with students
6. **What is my “minimum threshold” for language/mechanics? (and What can I let go of?)**
7. **How can I manage the emotions that come up in the writing process—especially when students receive critical feedback?**

**Tips for responding to student writing:**

1. **Have a focus your feedback**
   1. If the paper will be revised, focus on suggestions for improvement
   2. If this is the final draft in a CW course, focus on overall strengths and areas for growth
      1. And/or give feedback on the writing skills/strategies you’re learning as a class—e.g., citing secondary sources
   3. If this is a non-CW course, consider what your “minimum threshold” is for accessing the content, and require revision for those that don’t meet that threshold

NOTE: “error free” or “native-like” is quite a high threshold.

1. **Go for quality—rather than quantity—of comments.**
   1. Focus on the quality and specificity of your comments—not the quantity
      1. Students are easily overwhelmed: Less is more!
   2. Use margin comments, rather than end comments, for greater uptake of learning
   3. Point out a pattern once or twice, and then ask the student to find other instances.
2. **Make students do the work—that’s how they’ll learn!**
   1. Ask students to synthesize their “takeaways” from the feedback (peer review and/or faculty feedback)
   2. Have students write a “Writer’s Memo” with the next draft, explaining what they’ve improved, and what they would do if they had more time
   3. Use some class time to discuss general patterns/suggestions across papers, and then your written feedback can address more individual issues
3. **Consider multiple modes for feedback**
   1. Electronic feedback—e.g. comment bubbles—can be faster than handwriting (if you don’t overdo it!- see point #2 ☺)
      1. Note “compare drafts” feature in Word, to see changes from earlier versions!
      2. **Speed grader** option on Canvas can also save time!
   2. Audio-record feedback?—feature in Canvas
   3. Consider giving feedback in person--This can actually save time and energy!
4. REMEMBER: “*All writing needs to be read. Not all writing needs to be read by me.*”   
    – Kathy Skubikowski, professor emerita  
   1. Encourage students to read and comment on each other’s work, either in-class or outside
   2. Don’t forget the fantastic CTLR resources: peer and professional tutoring!