**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!