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Writing Comments On Student Papers

Gerry Mclellan



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The Oxford Guide for Writing Tutors Melissa Ianetta, Lauren Fitzgerald, 2016 The Oxford Guide for Writing Tutors introduces two conversations to the tutor's preparation: one about the creation of knowledge in writing programs, the other about tutor research. This approach to tutor training provides several benefits. First, it allows tutors to test their theories of what might work in a writing center session and helps them to move professional conversation towards why such things happen. They bridge the theory-practice divide that often frustrates both novices and experienced tutors. By conducting research to answer such questions, tutors can help themselves, the writers with whom they work, their fellow tutors, and the writers with whom they work. And further, this approach gives the reader new methods for appreciating and critiquing scholarly work, making it easier to understand the best ways to help writers and to move the field forward. As writing tutoring programs take on a variety of forms and pursue a range of missions, this book aims to create a flexible text whose contents can be easily rearranged to support a broad spectrum of reader needs. Each chapter accordingly can be read independently; the text does not rely on a sequential reading to create meaning. The book also includes intra-textual and extra-textual references for the reader who wants to inquire further. That is, throughout the book are references to material in other chapters that might be of interest to the reader intrigued by the topic at hand. So too, in each chapter we include references to and citations of the scholarship that supports much of the common knowledge of the field, including in the Handbook both previous tutor education textbooks and research from the field. The aim is to aid the interested reader's inquiry into the scholarship of the field as well as to ground advice about practice in research that testifies to the effectiveness of a range of tutoring practices. Much of the scholarship cited throughout the book is authored by undergraduate tutor researchers as well as several former tutors who were graduate students when they published their articles. This crucial aspect best models the ways in which tutors themselves can bring together practice and research in their day-to-day work and in their informed thinking about this work. Including tutor voices is an important tradition of the tutor education textbook because these are voices that speak to the issues concerning tutors in a range of institutions and programs across the country.

Dialogue on Writing Geraldine DeLuca, Len Fox, Mark Ameen Johnson, Myra Kogen, Geri DeLuca, 2013-06-17 This primary textbook for courses on theories, methods of teaching at the college writing level brings together seminal articles followed by questions for reflection, writing, and discussion.

The Theory and Practice of Grading Writing Frances Zak, Christopher C. Weaver, 1998-01-01 Explores grading strategies for English composition teachers that are consistent with modern discourse and pedagogical theories.

The SAGE Handbook of Writing Development Roger Beard, Debra Myhill, Jeni Riley, Martin Nystrand, 2009-07-09 Writing development is currently the focus of substantial international debate because it is the aspect of literacy education that has been least responsive to central government and state reforms. Teaching approaches in writing have been slower to change than those in teaching reading, and pupil attainment in writing has increased at a much more

modest rate than pupil attainment in reading This handbook critically examines research and theoretical issues that impact on writing development from the early years through to adulthood It provides those researching or teaching literacy with one of the most academically authoritative and comprehensive works in the field With expert contributors from across the world the book represents a detailed and valuable overview of a complex area of study **Collaborative Learning and Writing**

Kathleen M. Hunzer,2014-01-10 Although most writing instructors know the benefits of collaborative learning and writing in college writing classes many remain unsure how to implement collaborative techniques successfully in the classroom This collection provides a diversity of voices that address the how tos of collaborative learning and writing by addressing key concerns about the process Fresh essays consider the importance of collaborative work and peer review the best ways to select groups in classes integration of collaborative learning techniques into electronic environments whether group learning and writing are appropriate for all writing classes and ways special populations can benefit from collaborative activities Despite its challenges collaborative learning can prove remarkably effective and this study provides the advice to make it work smoothly and successfully How to Give Effective Feedback to Your Students Susan M. Brookhart,2008 A teacher s

feedback on student schoolwork can be a powerful force for learning if it contains a helpful message and is delivered with certain considerations in mind But what kind of content makes a feedback message helpful to a student And what kinds of strategies work best for delivering feedback In How to Give Effective Feedback to Your Students Susan M Brookhart answers these questions by describing important elements of feedback content focus comparison function valence clarity specificity and tone and strategy timing amount mode and audience Grounded in what researchers have learned about effective feedback the book provides practical suggestions and classroom examples that demonstrate what to do and not do to have a positive impact on students In addition to general guidelines for good feedback readers will learn what kinds of feedback work best in the various content areas and how to adjust feedback for different kinds of learners including successful students struggling students and English language learners Done well feedback has a two pronged effect it influences cognitive factors by helping students understand where they are in their learning and where they need to go next and it influences motivational factors by helping students develop a feeling of control over their own learning Taken together these factors explain why learning how to give good feedback should be at the top of every teacher s to do list Written

Corrective Feedback in Second Language Acquisition and Writing John Bitchener,Dana R. Ferris,2012-03-15 What should language and writing teachers do about giving students written corrective feedback This book surveys theory research and practice on the important and sometimes controversial issue of written corrective feedback also known as error grammar correction and its impact on second language acquisition and second language writing development Offering state of the art treatment of a topic that is highly relevant to both researchers and practitioners it critically analyzes and synthesizes several parallel and complementary strands of research work on error feedback both oral and written in SLA and studies of the

impact of error correction in writing composition courses and addresses practical applications Drawing from both second language acquisition and writing composition literature this volume is the first to intentionally connect these two separate but important lines of inquiry The Journal of Nursing Education ,1989 **A Comparison of Business Communication Student's Writing Achievement when Constructivist Or Behaviorist Methods of Instruction are Used** Sandra Jean Horner Braathen,2000 *Analysis of 120 student's written work and how to improve their Writing Performance* Gerry Mclellan,2018-09-19 Academic Paper from the year 2018 in the subject English Language and Literature Studies Literature course English language English abstract Recent developments in EIKEN and TEAP testing in Japan try to ensure that students can write to a suitable standard and express their thoughts concisely whilst making use of correct academic conventions However as many teachers are aware a large percentage of their university students are incapable of writing even the most fundamental sentences despite having studied the language for six years Indeed large numbers of students wishing to attend universities in the UK and other overseas countries find it difficult to convey meaning accurately in English They face similar problems with content and structure This paper examines how three classes one of 35 students and two of 34 students at one university were assessed on their written ability and demonstrate that even with the most rudimentary instruction and feedback many were able to increase their writing performance significantly I write this paper before the onset of a more detailed active research project I hope to conduct and feel confident that the initial findings substantiate further research into this field Additionally I am collaborating with a colleague to develop assessment software for the educational sector In the following paragraphs I will discuss the methodology and reasoning behind the research project before discussing the findings I teach English at a number of institutes from junior high schools to universities and I have always wondered how I might be able to help or encourage my students to improve upon their writing skills Since I also grade written work for EIKEN pre first examinees and TEAP examinees as well as deliver seminars on correct EAP conventions I noticed that a large number of students make similar and repetitive mistakes in their written work At the time of writing I am collaborating with a colleague to develop assessment software for the EFL market and I wanted to test the appropriateness of this software on a number of students receive their feedback and suggestions and make any necessary alterations to the planned software design before making an investment **Quiz Book Prose Read** Flachmann,1995-09

Writing Analytically David Rosenwasser,Jill Stephen,2000 The Macmillan Guide for Teachers of Writing Maggy Smith,1991 Handbook of Research on Teaching the English Language Arts James Flood,1991 Jointly sponsored by the International Reading Assn and the Natl Council of Teachers of English the Handbook contains some 70 original articles by authorities in the field of language arts The articles are organized into five sections theoretical bases for English language arts teaching method *Effects of Two Types of Teacher Response to Essays Upon Twelfth Grade Students' Growth in Writing Performance* Marie Elaine Kelley,1973 **Touro Law Review** ,2005 Readings on Writing for Teaching

Assistants ,1992 Published and unpublished writings compiled from various sources for TA Seminar on Writing Learning fall 1992 held at the University of California Santa Cruz *Grading Students' Classroom Writing: Issues and Strategies* Bruce W. Speck,2000-06-26 This book offers detailed and complex guidance and the necessary techniques for grading college students writing It examines why it is important to integrate grading into the writing process the need for effective writing assignments ensuring fair professorial judgments promoting student learning helping students learn how to respond effectively to writing and administrative support for effective grading Sections of the book cover the writing process and grading students writing fitting evaluation with the writing process marrying writing and grading constructing writing assignments determining purpose and audience critiquing writing assignment fairness and professional judgment grading methods including students in the assessment of writing professorial authorities cheating preparing students to make informed decisions about writing quality and providing feedback for revision reading and responding to students writing common misperceptions about feedback A final section recommendations that faculty 1 tailor the writing and grading process to particular classroom situations 2 use writing to help students learn 3 not grade all writing 4 make wise use of time required for the writing and grading process and 5 integrate literature on grading into their professional reading An appendix offers an example of a student paper with effective written comments Contains approximately 200 references CH

The Teaching of Writing John H. Bushman,1984 *Legal Writing* ,2002

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