

# Positive Comments for Writing:

## A MENU OF OPTIONS

Targeted Writing Skill	Comment Options
<i>Content</i>	<ul style="list-style-type: none"> <li>• Excellent point!</li> <li>• Clear and concise argument.</li> <li>• Profound idea!</li> <li>• This is your best sentence!</li> <li>• This is your best paragraph!</li> <li>• Excellent connection!</li> <li>• Great way to explain the evidence!</li> <li>• Powerful point!</li> </ul>
<i>Thesis Statement</i>	<ul style="list-style-type: none"> <li>• Your thesis is very well-structured!</li> <li>• Strong thesis statement.</li> <li>• Powerful and original claim.</li> <li>• Interesting argument!</li> <li>• Unique and original thesis statement.</li> <li>• Insightful argument.</li> <li>• Very focused selection of evidence.</li> </ul>
<i>Textual Evidence</i>	<ul style="list-style-type: none"> <li>• Strong use of evidence!</li> <li>• Great choice of quote!</li> <li>• Excellent quote blending.</li> <li>• Great way to use the source material!</li> <li>• This quote shows the thesis in action. Well done!</li> </ul>
<i>Commentary</i>	<ul style="list-style-type: none"> <li>• Insightful commentary!</li> <li>• Great job going beyond the obvious.</li> <li>• Excellent connection between evidence and thesis.</li> <li>• Great explanation!</li> <li>• Good job making this connection.</li> <li>• Nice job staying focused on the evidence.</li> </ul>
<i>Organization</i>	<ul style="list-style-type: none"> <li>• This paragraph is organized effectively!</li> <li>• Effective organizational structure!</li> </ul>

# Writing Comments On Student Papers

**Bruce W. Speck**



## **Writing Comments On Student Papers:**

**How to Give Effective Feedback to Your Students** Susan M. Brookhart, 2017-03-10 Properly crafted and individually tailored feedback on student work boosts student achievement across subjects and grades In this updated and expanded second edition of her best selling book Susan M Brookhart offers enhanced guidance and three lenses for considering the effectiveness of feedback 1 does it conform to the research 2 does it offer an episode of learning for the student and teacher and 3 does the student use the feedback to extend learning In this comprehensive guide for teachers at all levels you will find information on every aspect of feedback including Strategies to uplift and encourage students to persevere in their work How to formulate and deliver feedback that both assesses learning and extends instruction When and how to use oral written and visual as well as individual group or whole class feedback A concise and updated overview of the research findings on feedback and how they apply to today's classrooms In addition the book is replete with examples of good and bad feedback as well as rubrics that you can use to construct feedback tailored to different learners including successful students struggling students and English language learners The vast majority of students will respond positively to feedback that shows you care about them and their learning Whether you teach young students or teens this book is an invaluable resource for

guaranteeing that the feedback you give students is engaging informative and above all effective *Response To Student Writing* Dana R. Ferris, 2003-02-26 This volume synthesizes and critically analyzes the literature on response to the writing of second language students and discusses the implications of the research for teaching practice in the areas of written and oral teacher commentary on student writing error correction and facilitation of peer response The book features numerous examples of student texts and teacher commentary as well as figures and appendices that summarize research findings and present sample lessons and other teaching materials It is thus simultaneously comprehensive in its approach to the existing research and highly practical in showing current and future teachers how this material applies to their everyday endeavors of responding to student writing and teaching composition classes Response to student writing whether it takes the form of teachers written feedback on content error correction teacher student conferences or peer response is an extremely important component of teaching second language writing Probably no single activity takes more teacher time and energy Response to Student Writing is a valuable theoretical and practical resource for those involved in this crucial work including L2 composition researchers in service and preservice teachers of ESOL EFL writers and teacher educators preparing graduate students for the teaching of writing

**Written Documents in the Workplace** Denis Alamargot, Patrice Terrier, Jean-Marie Cellier, 2008-01-09 Divided into three parts the first of which provides a linguistic definition of professional documents describing their different types and genres This definition necessarily takes into account both the formal characteristics of these types of document e g nature of linguistic units involved and their functional goals the way these linguistic units are used to fulfill the text's communicative aim The second part focuses on the mental mechanisms

involved in written production in the workplace One of the aims of a professional writer is to compose a text which can be understood Text composition involves specific processes and strategies that can be enhanced One way of doing this is to give the writer suitable instructions while another is to provide him/her with a suitable writing environment This last aspect leads us to devote the third and final section to the comprehension of written documents in the workplace Awareness of the strategies implemented by different readers with more or less domain expertise in order to understand technical and professional documents can enhance the latter's readability Contributions from linguists psychologists and ergonomists from various countries ensure international scope and comprehensiveness Bridges the gap between fundamental research into writing and reading and the issue of the efficiency of written communication in the workplace Enables better content creation for professional writers

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

**Teachers' Comments on Students' Writing** Jean A. King, 1979

**Teacher Commentary on Student Papers** Ode Ogede, 2002-09-30 Never before have parents teachers and other advocates for young people been more concerned about the declining quality of higher education One skill that many students lack when they arrive at college is the ability to write well The contributors to Teacher Commentary on Student Papers analyze some of the cultural social and moral changes that have altered the way in which education is given and received and they offer approaches that have assisted them as teachers both in evaluating the quality of student writing and guiding students to improve their writing Areas of expertise of the contributors include composition cultural studies English education literature writing and rhetoric The collection will appeal to both graduate and undergraduate students as well as to experienced and beginning teachers

**Make Writing Exciting, Grades 3 - 4** Kelly Gunzenhauser, 2011-01-03 Use step by step creative ways to teach and evaluate your students writing skills Genres of writing are introduced in an order that makes sense with one skill building upon another or you can choose lessons to incorporate into your existing curriculum Also included is a section on how to help your struggling writers or students with special needs learn various writing skills 160 pages

*Everyone Can Write* Peter Elbow, 2000-01-27 With *Writing without Teachers* OUP 1975 and *Writing with Power* OUP 1995 Peter Elbow revolutionized the teaching of writing His process method and its now commonplace free writing techniques liberated generations of students and teachers from the emphasis on formal principles of grammar that had dominated composition pedagogy This new collection of essays brings together the best of Elbow's writing since the publication of *Embracing Contraries* in 1987 The volume includes sections on voice the experience of writing teaching and evaluation Implicit throughout is Elbow's commitment to humanizing the profession and his continued emphasis on the importance of binary thinking and nonadversarial argument The result is a compendium of a master teacher's thought on the relation between good pedagogy and good writing it is sure to be of interest to all professional teachers of

writing and will be a valuable book for use in composition courses at all levels *Student Writing* Lucy K.

Spence, 2014-04-01 Education professionals interested in understanding student writing will want to read this book It describes Generous Reading a novel method of approaching the writing of culturally and linguistically diverse students This book addresses the increasing diversity present throughout schools across the U S and in other countries Drawing from current research and theory in linguistics and composition Spence has developed a way for teachers to tap into the cultural worlds of students and draw upon their linguistic understandings in order to help them improve their writing The book is based on research projects conducted in the southwest and southeast regions of the United States The chapters on language variation culturally relevant instruction and language transfer will also be of interest to writing teachers Spence has presented the Generous Reading method across the nation and internationally where audiences have been eager to try out the methods in their classrooms with students of all ages University professors have used Generous Reading in teacher education courses This methodology has potential to change teachers perspectives on student writing and illuminate writing strengths previously overlooked **The Theory and Practice of Grading Writing** Frances Zak, Christopher C.

Weaver, 1998-02-05 CHOICE 1998 Outstanding Academic Books Grading is one of the thorniest issues writing teachers must deal with yet surprisingly little has been written on this topic As writing teachers move increasingly toward practices that focus on writing as a process they face a growing need to reconsider their systems of grading to determine whether or not these systems support their pedagogies The authors interrogate the grading of individual papers as well as portfolios and the assigning of end of term grades This collection explores the issues and problems that have emerged as conventional grading practices have lagged behind and been challenged by new theories of language While the book will be of interest to theorists Zak and Weaver have also made the book relevant and useful to teachers whose primary interest is the practical consequences of theory in their classrooms Where theoretical discussion takes place the language is clear and accessible Many of the authors write directly from personal experience telling stories of the classroom or writing of new techniques and approaches they have tried They speak with the voices of teachers and the tone and content of their words convey a sense of the immediacy of the topic **Digital Writing Technologies in Higher Education** Otto Kruse, Christian Rapp, Chris M.

Anson, Kalliopi Benetos, Elena Cotos, Ann Devitt, Antonette Shibani, 2023-09-14 This open access book serves as a comprehensive guide to digital writing technology featuring contributions from over 20 renowned researchers from various disciplines around the world The book is designed to provide a state of the art synthesis of the developments in digital writing in higher education making it an essential resource for anyone interested in this rapidly evolving field In the first part of the book the authors offer an overview of the impact that digitalization has had on writing covering more than 25 key technological innovations and their implications for writing practices and pedagogical uses Drawing on these chapters the second part of the book explores the theoretical underpinnings of digital writing technology such as writing and learning

writing quality formulation support writing and thinking and writing processes The authors provide insightful analysis on the impact of these developments and offer valuable insights into the future of writing Overall this book provides a cohesive and consistent theoretical view of the new realities of digital writing complementing existing literature on the digitalization of writing It is an essential resource for scholars educators and practitioners interested in the intersection of technology and writing

**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

**Foundational Practices of Online Writing Instruction** Beth L. Hewett,Kevin Eric DePew,2015-04-15 Foundational Practices in Online Writing Instruction addresses administrators and instructors questions for developing online writing programs and courses Written by experts in the field this book uniquely attends to issues of inclusive and accessible online writing instruction in technology enhanced settings as well as teaching with mobile technologies and multimodal compositions

**Feedback in Online Course for Non-Native English-Speaking Students** Larisa Olesova,2014-08-11 Feedback in Online Course for Non Native English Speaking Students is an investigation of the effectiveness of audio and text feedback provided in English in an online course for non native English speaking students The study presents results showing how audio and text feedback can impact on non native English speaking students higher order learning as they participate in an asynchronous online course It also discusses the results of how students perceive both types of the feedback provided In addition the study examines how the impact and perceptions differ when the instructor giving the feedback is a non native English speaking teacher or a native English speaking teacher Finally the study discusses pedagogical implications and suggestions for instructors and designers in creating online learning environments as it relates to asynchronous online courses that include non native English speaking students The students who participated in this study include non native English speaking students from a university in northern Siberia Russia An extended literature review of audio and text feedback in different learning environments is used to refer to the possible effectiveness of feedback expected in an online course Feedback in Online Course for Non Native English Speaking Students provides empirical evidence that could assist online courses administrators in making appropriate assessment of non native English speaking students online learning

Good Writing in Cross-Cultural Context Xiao Ming Li,1996-01-01 Writing comments on student papers is a time honored and widely accepted practice in writing

classrooms in most countries Teachers offer text specific advice to each student and communicate to the student writer among other things the criteria of good writing A close look at the teacher s comments therefore reveals the criteria with which teachers measure student papers This study builds a dialogue between teachers of writing in China and America on what good writing is revealing the fact that good writing resides not just with student texts but with the teachers who read and judge student papers

**Looking Together at Student Work, Third Edition** Tina Blythe,David Allen,Barbara Schieffelin Powell,2015-04-17 This bestseller provides teachers and administrators with strategies for examining and discussing student work such as essays math problems projects artwork and more New for the Third Edition The Microlab Protocol a relatively quick and easy way to introduce groups to protocol guided conversation a new case focused on understanding the Common Core and more detailed notes and strategies for facilitators Tina Blythe develops and facilitates online professional development courses for Harvard Project Zero and consults for schools districts and organizations both nationally and internationally David Allen is an assistant professor at the College of Staten Island City University of New York Barbara Schieffelin Powell is a national and international educational consultant in curriculum development teacher education and evaluation

*Practical Ideas for Teaching Writing as a Process* Carol B. Olson,1996-02 Contains a collection of specific classroom strategies suggestions for teaching writing to elementary school students according to an eight stage process Specific techniques for teaching each stage of the writing process descriptions of proven approaches for using these techniques are also included A wonderful resource a labor of love from a large talented group of educators Had its beginnings in the California Writing Project at the Univ of California Irvine Best Seller Illustrated

**Curriculum Development and Online Instruction for the 21st Century** Fudge, Tamara Phillips,Ferebee, Susan Shepherd,2021-06-25 The world of education has undergone major changes within the last year that have pushed online instruction to the forefront of learning Thanks to the COVID 19 pandemic online learning has become paramount to the continued and uninterrupted teaching of students and has forced students and teachers alike to adjust to an online learning environment Though some have already returned to the traditional classroom or plan to very soon others have begun to appreciate the value of online education initiatives that had previously been discussed but never acted upon as they have been in the past year With plenty of positive and negative aspects online learning is a complex issue with numerous factors to consider It is an issue that must be studied and examined in order to improve in the future Curriculum Development and Online Instruction for the 21st Century examines the issues and difficulties of online teaching and learning as well as potential solutions and best practices This book includes an examination on the value of teaching fully via the internet as well as the challenges inherent in the training of teachers to teach in online environments While addressing key elements of remote learning such as keeping student data safe as well as methods in which to engage students this book covers topics that include assessment tools teaching deaf students web technology and standardized curricula Ideal for K 12 teachers college faculty curriculum

developers instructional designers educational software developers administrators academicians researchers and students this book provides a thorough overview of online education and the benefits and issues that accompany it Writing Hope Strategies for Writing Success in Secondary Schools Nicole Sieben, 2018-01-11 This book provides ways of thinking about the teaching of writing in secondary schools with applications to college writing and shares research based strategies for immediate use in the classroom The strengths based classroom tested student centered writing hope strategies shared within the Writing Hope Framework WHF are designed to allow students to work within their own unique writing processes and insert their individual writers voices and styles authentically The Writing Hope Framework allows students to choose which strategies and stages of the writing process they wish to engage in for purposeful writing goal attainment it recognizes unique writing approaches and accounts for these differences in curricular design and implementation Teachers can assess the writing abilities and self beliefs of the students in their classes using a variety of strategies provided and then guide students in their pathways selection processes for writing Given the nature of this research and its application it is the intention of this book to bring readers through a process of hope that can facilitate life hope and writing hope in the classroom for and with students Hope is not exclusively for the already hopeful students it is also and perhaps more critically for those students who do not presently see hope in their lives but who can Every student is capable of hope if it is facilitated effectively and purposefully 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



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