

# **A Sourcebook for Responding to Student Writing**

Richard Straub

# A Sourcebook For Responding To Student Writing

**Jennifer Friberg, Colleen Visconti, Sarah  
Ginsberg**



## **A Sourcebook For Responding To Student Writing:**

**A Sourcebook for Responding to Student Writing** Richard Straub, 1999 A Sourcebook for Responding to Student Writing is a resource for writing teachers It provides a range of teacher comments on a sampling of college student papers and an anthology of key statements on theory and practice of responding to student writing Specifically the book presents twenty five sets of responses made on a sampling of five student papers including expressive explanatory evaluative and argumentative writing comments by a variety of teachers both well recognized composition scholars who have contributed to the research on teacher response and college English teachers whose primary area of study is outside composition two additional essays without accompanying teacher comments for further practice a detailed bibliography on teacher response a collection of noted articles on reading evaluating and responding to student writing Free of analysis and apparatus the book may be used by teachers in their own ways according to their own assumptions predilections and goals to develop better ways of responding to student writing From cover [Response To Student Writing](#) Dana R. Ferris, 2003-02-26 Synthesizes critically analyzes research on response to L2 student writing and discusses implications of the research for teaching specifically written oral teacher commentary error correction and peer response Intended for comp researchers **Key Works on Teacher Response** Richard Straub, Ronald Lunsford, 2006 There s a special three way balance in responding to student writing you ve got to be compassionate have a vision for improvement and be capable of confronting and cajoling students to help them maximize the possibilities of revision Key Works on Teacher Response presents some of the best examples of how writing teachers approach the delicate equilibrium of student need and instructional imperative as well as how they learn from the awkwardness and missteps sometimes associated with responding to students written work Key Works on Teacher Response brings together twenty three of the most important articles published during the last thirty years concerning teacher response to student writing You ll understand the scope and history of teacher response through pieces by new thinkers and trusted voices from the past including George Hillocks Jr Andrea Lunsford Lil Brannon Peter Elbow and Chris Anson Together they cover the gamut of practical and theoretical teacher response topics from the impact of corrective markings and the importance of teacher praise to the rhetoric of teacher commentary and what contemporary trends in marking and grading say about the state of the process No matter whether you ve graded your first thirty papers or your first three thousand Key Works on Teacher Response offers you a variety of entry points into the ongoing discussion of how best to interact with student writers Read it find that you re not alone in seeking answers to the mysteries of responding to student writing and discover new thoughtful ways to read and respond that help balance what the process encourages students to do with your interest in encouraging them to write more effectively **Assessing and Improving Student Writing in College** Barbara E. Walvoord, 2014-07-07 Step by step guidance for shaping better writers while keeping faculty workloads manageable Effective communication is a critical skill for many academic disciplines and careers and so colleges

and universities and their faculty members are rightfully committed to improving student writing across the curriculum. Guiding and assessing student writing in classrooms, general education, and departments takes knowledge, planning, and persistence, but it can be done effectively and efficiently. Written in the concise, accessible style, Barbara Walvoord is known for *Assessing and Improving Student Writing in College: A Guide for Institutions, General Education Departments, and Classrooms*, which offers administrators, program chairs, general education leaders, and classroom instructors the guidance they need. The book provides concrete suggestions for how to articulate goals for student writing, measure student writing, improve student writing, and document that improvement. The book begins by addressing four basic concepts: what we mean by writing, what we mean by good writing, how students learn to write, and the purposes of assessment. Next, Walvoord explains the various approaches and methods for assessing writing, urging a combination of them adapted to the institution's purposes and political context. After this introduction, successive chapters offer realistic, practical advice to institution-wide and general education leaders, department members, and classroom instructors. Walvoord addresses issues such as how to engage faculty, how to use rubrics, how to aggregate assessment information at the department and institutional levels, and how to report assessment information to accreditors. The chapter for classroom instructors offers practical suggestions: how to add more writing to a course without substantially increasing the grading load; how to construct writing assignments; how to make grading and responding more effective and time-efficient; how to address grammar and punctuation; and how to support students whose native language is not English. The book also includes four helpful appendices: a taxonomy of Writing Across the Curriculum (WAC) and Writing in the Disciplines (WID) programs; sample outlines for faculty development workshops; a student survey on teaching methods instructors can use to inform their choices in the classroom; and a student self-check cover sheet designed to help students take ownership of their own learning and responsibility for turning in complete, correct assignments. Practical, step-by-step guidance for each point in the assessment and improvement process creates a cohesive, institution-wide system that keeps students, faculty, and administrators on the same page.

[Designing Web-Based Applications for 21st Century Writing Classrooms](#) George Pullman, Gu Baotong, 2016-12-05. *Designing Web-Based Applications for 21st Century Writing Classrooms* brings together for the first time a group of scholars and teachers who have been developing on their own initiative web-based solutions to technical and professional writing instructional problems. In industry, the perennial question is whether to buy or build, but in academia, for various reasons, buy is rarely an option. Individual faculty members do not have the money to pay for software solutions, and often their interests are too local or small-scale to warrant institutional-level involvement. In addition, the design of commercial applications from vendors typically does not take into account the unique needs and considerations of teachers of writing, and often reflects a design ideology quite different from theirs. This is why so many writing teachers have turned to open-source solutions, and in the process of learning how to tweak them to make them more responsive to their specific needs, why so many of these teachers have

developed programming and design skills Beyond exigency the motivation for becoming proficient at interface and database design comes from the observation that the nature of writing is changing dramatically Text is no longer an object It has become a place of interaction consumers are becoming producers And the work of technical and professional communication indeed the work of writing teachers more generally is becoming increasingly involved in the design and implementation of places of interaction Words have become data texts are becoming communities

**Best of the Journals in Rhetoric and Composition 2019** Jessica Pauszek, David Blakesley, 2019-10-13 Best of the Journals in Rhetoric and Composition 2019 represents the result of a nationwide conversation beginning with journal editors but expanding to teachers scholars and workers across the discipline of Rhetoric and Composition to select essays that showcase the innovative and transformative work now being published in the field's journals Representing both print and digital journals the essays featured here explore issues ranging from classroom practice to writing in global and digital contexts from border rhetorics to social justice research Together the essays provide readers with a rich understanding of the present and future direction of the field The anthology features work by the following authors and representing these journals Amber Simpson and Kristi Girdharry Elaine Richardson and Alice Ragland Community Literacy Journal Shari J Stenberg Rhetoric Society Quarterly David Riche Literacy in Composition Studies Eileen Kogl Camfield Lara Killick and Ruth Lewis Journal of Teaching Writing Elizabeth G Allan Pedagogy Christina Saidy WPA Writing Program Administration Anthony Warnke and Kirsten Higgins Teaching English in the Two Year College Cati V de los Ros and Kate Seltzer Research in the Teaching of English Romeo Garcia Writing Center Journal Wendy Pfrenger Journal of Basic Writing Janine Butler Rhetoric Review Pamela Takayoshi College Composition and Communication Maria Novotny and John T Gagnon Reflections Kate Vieira Writing on the Edge

**Giving Students Effective Written Feedback** Burke, Deirdre, Pieterick, Jackie, 2010-10-01 Annotation This text is aimed at meeting the needs of tutors by examining professional and personal issues related to written feedback on student work It explores the theory and practice of giving effective feedback and how this impacts on students

Evidence-Based Education in the Classroom Jennifer Friberg, Colleen Visconti, Sarah Ginsberg, 2024-06-01 Evidence Based Education in the Classroom Examples From Clinical Disciplines shows educators how to use evidence to inform teaching practices and improve educational outcomes for students in clinically based fields of study Editors and speech language pathologists Drs Jennifer C Friberg Colleen F Visconti and Sarah M Ginsberg collaborated with a team of more than 65 expert contributors to share examples of how they have used evidence to inform their course design and delivery Each chapter is set up as a case study that includes A description of the teaching learning context focused on in the chapter A brief review of original data or extant literature being applied A description of how evidence was applied in the teaching learning context Additional ideas for how evidence could be applied in other teaching learning contexts across clinical disciplines Additional resources related to the pedagogy described in the case study e.g journal articles books blogs websites Educators in the fields of speech language pathology audiology nursing

social work sports medicine medicine dietetics dental assisting physician assisting radiology technology psychology and kinesiology already familiar with evidence based practice will find this resource helpful in implementing evidence informed approaches to their teaching While the content in clinical programs is quite different there are many similarities in how to teach students across such programs Evidence Based Education in the Classroom Examples From Clinical Disciplines highlights these similarities and represents a masterclass in how to practice evidence based education Creative Writing Pedagogies for the Twenty-First Century Alexandria Peary, Tom C Hunley, 2015-06-25 The creative writing workshop beloved by some dreaded by others and ubiquitous in writing programs across the nation For decades the workshop has been entrenched as the primary pedagogy of creative writing While the field of creative writing studies has sometimes myopically focused on this single method the related discipline of composition studies has made use of numerous pedagogical models In Creative Writing Pedagogies for the Twenty First Century editors Alexandria Peary and Tom C Hunley gather experts from both creative writing and composition studies to offer innovative alternatives to the traditional creative writing workshop Drawing primarily from the field of composition studies a discipline rich with a wide range of established pedagogies the contributors in this volume build on previous models to present fresh and inventive methods for the teaching of creative writing Each chapter offers both a theoretical and a historical background for its respective pedagogical ideas as well as practical applications for use in the classroom This myriad of methods can be used either as a supplement to the customary workshop model or as stand alone roadmaps to engage and reinvigorate the creative process for both students and teachers alike A fresh and inspiring collection of teaching methods Creative Writing Pedagogies for the Twenty First Century combines both conventional and cutting edge techniques to expand the pedagogical possibilities in creative writing studies

**Handbook of Practical Second Language Teaching and Learning** Eli Hinkel, 2022-09-29 This authoritative volume is a practical comprehensive and state of the art overview of current knowledge and research on second and foreign language teaching and learning Thorough and reader friendly the Handbook is organized logically into six parts that address all major areas of L2 FL teaching and learning Part I Learning Contexts and Language Teaching covers the diverse populations of language learners their needs and the challenges they face Part II Curriculum and Instruction addresses curriculum and materials design and includes exemplars of instructional approaches with wide applicability across contexts Part III Listening and Speaking overviews listening pedagogy speaking skills and pronunciation among other key topics Part IV Reading and Writing includes chapters on all practical matters related to learning to write in another language with attention to spelling orthography extensive reading and more Part V Vocabulary and Grammar discusses assumptions and practical approaches on vocabulary and grammar instruction with attention to important topics such as academic writing and multiword expressions Part VI Intercultural Communication and Pragmatics concludes the Handbook with an examination of language learning across social cultural and regional differences Bringing together leading experts in the field the contributors offer

important perspectives on major established and emerging topics Each chapter overviews important developments key research and considerations and applications for effective second language instruction A well rounded readable and up to date resource the Handbook is a compendium of the ongoing changes innovations and practices in L2 FL teaching and learning It is an essential resource for students teachers faculty and professionals

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