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## Sample Comments For Student Papers

# Sample Comments For Student Papers

**Barbara E. Walvoord**



## **Sample Comments For Student Papers:**

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

**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

**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 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 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

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

**Landmark Essays on ESL Writing** Tony Silva, Paul Kei Matsuda, 2013-10-31 In recent years the number of nonnative speakers of English in colleges and universities in North America has increased dramatically As a result more and more writing teachers have found themselves working with these English as a Second Language ESL students in writing classes that are designed primarily with monolingual native English speaking students in mind Since the majority of institutions require these students to enroll in writing courses at all levels it is becoming increasingly important for all writing teachers to be aware of the presence and special linguistic and cultural needs of ESL writers This increase in the ESL population has over the last 40 years been paralleled by a similar growth in research on ESL writing and writing instruction research that writing teachers need to be familiar with in order to work effectively with ESL writers in writing classrooms of all levels and types Until recently however this body of knowledge has not been very accessible to writing teachers and researchers who do not specialize in second language research and instruction This volume is an attempt to remedy this problem by providing a sense of how ESL writing scholarship has evolved over the last four decades It brings together 15 articles that address various issues in second language writing in general and ESL writing in particular In selecting articles for inclusion the editors tried to take a principled approach The articles included in this volume have been chosen from a large database of publications in second language writing The editors looked for works that mirrored the state of the art when they were published and made a conscious effort to represent a wide variety of perspectives contributions and issues in the field To provide a sense of the evolution of the field this collection is arranged in chronological order

**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

First Aid for Teacher Burnout Jenny Grant Rankin,2022-08-24 Offering clear strategies rooted in research and expert recommendations the new edition of First Aid for Teacher Burnout empowers teachers to prevent and recover from burnout while finding success at work in a sustainable way Each chapter explores a different common cause of teacher burnout and provides takeaway strategies and realistic tips Chapter coverage includes fighting low morale diminishing stress streamlining grading reducing workload leveraging collaboration using technology to your advantage managing classroom behavior advocating for support from your administration securing the help of parents and community and more New in this edition the author expands on discussion about teacher activism using digital resources as well as a wealth of tips throughout for those teaching virtually Full of reflection exercises confessions from real teachers and veteran teacher tips this accessible book provides easy to implement steps for alleviating burnout problems so you can enjoy peace and success in your teaching

*Resources in Education* ,1998-10      **Story Writing, Grades 1-2 (Meeting Writing Standards Series)** Sarah Krutchner Clark,2000-08      **Practical Portfolios** Karen Delario,Susan Mundell,1994-01-15 Using portfolios is a great way to build skills reinforce learning communicate achievements and prepare students for future challenges Packed with reproducibles mini lessons and ideas this guide provides everything you need to easily launch a successful portfolio program It gives directions for students on how to assemble organize and maintain their portfolios and offers teachers convenient mini lessons for developing and completing rubrics for evaluation Guidelines for student led parent conferences where students learn how to share their portfolios and their accumulated examples of accomplishments are also included Grades 3 6

**Successful Student Writing through Formative Assessment** Harry Grover Tuttle,2013-09-13 Use formative assessment to dramatically improve your students writing In Successful Student Writing Through Formative Assessment educator and international speaker Harry G Tuttle shows you how to guide middle and high school students through the prewriting writing and revision processes using formative assessment techniques that work This brand new set of strategies includes real writing samples plus easy to use applications that will allow you to monitor diagnose and provide continual feedback to your students You ll help them perfect their written communication skills and ready them for further growth Tuttle offers tips on breaking large writing assignments into several smaller tasks identifying red flags varying your feedback

methods and more Enhance your instruction by assessing students at specific points throughout the writing process and help them to become better writers as a result Creole Composition Vivette Milson-Whyte,Raymond Oenbring,2019-08-13

Creole Composition is a collection featuring essays by scholars and teachers researchers working with students in from the Anglophone Caribbean Arising from a need to define what writing instruction in the Caribbean means Creole Composition expands the existing body of research literature about the teaching of writing at the postsecondary level in the Caribbean region To this end it speaks to critical disciplinary conversations of rhetoric and composition and academic literacies while addressing specific issues with teaching academic writing to Anglophone Caribbean students It features chapters addressing language approaches to teaching assessing writing administration and research in postsecondary education as well as professionalization of writing instructors in the region Some chapters reflect traditional Caribbean attitudes to postsecondary writing instruction other chapters seek to reform these traditional practices Some chapters interventions emerge from discussions in writing studies while other chapters reflect their authors primary training in other fields such as applied linguistics education and literary studies Additionally the chapters use a variety of styles and methods ranging from highly personal reflective essays to theoretical pieces and empirical studies following IMRaD format Creole Composition the first of its kind in the region provides much needed knowledge to the community of teacher researchers in the Anglophone Caribbean and elsewhere in the fields of rhetoric and composition writing studies and academic literacies In suggesting frameworks around which to build and further institutionalize and professionalize writing studies in the region the collection advances the broader field of writing studies beyond national boundaries Contributors include Tyrone Ali Annife Campbell Tresecka Campbell Dawes Valerie Combie Jacob Dyer Spiegel Brianne Jaquette Carmeneta Jones Clover Jones McKenzie Beverley Josephs Christine E Kozikowski Vivette Milson Whyte Kendra L Mitchell Raymond Oenbring Heather M Robinson Daidrah Smith and Michelle Stewart McKoy Academics Engaging with Student Writing Jackie Tuck,2017-07-14 Student writing has long been viewed as a problem in higher education in the UK Moreover the sector has consistently performed poorly in the National Student Survey with regard to assessment and feedback Academics Engaging with Student Writing tackles these major issues from a new and unique angle exploring the real life experiences of academic teachers from different institutions as they set support read respond to and assess assignments undertaken by undergraduate students Incorporating evidence from post 1992 universities Oxbridge members of the Russell Group and others this book examines working practices around student writing within the context of an increasingly market oriented mass higher education system Presenting a wealth of relevant examples from disciplines as diverse as History and Sports Science Tuck makes extensive use of interviews observations texts and audio recordings in order to explore the perspectives of academic teachers who work with student writers and their texts This book will be of interest to researchers academics and postgraduate students in the fields of academic literacies higher education language and literacy language in higher education English for

academic purposes and assessment Furthermore academic teachers with experience of this crucial aspect of academic labour will welcome Tuck s pioneering work as an indispensable tool for making sense of their own engagement with student writers

*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

*Teaching Academic Writing* Caroline Coffin,Mary Jane Curry,Sharon Goodman,Ann Hewings,Theresa Lillis,Joan Swann,2005-07-26 Student academic writing is at the heart of teaching and learning in higher education Students are assessed largely by what they write and need to learn both general academic conventions as well as disciplinary writing requirements in order to be successful in higher education Teaching Academic Writing is a toolkit designed to help higher education lecturers and tutors teach writing to their students Containing a range of diverse teaching strategies the book offers both practical activities to help students develop their writing abilities and guidelines to help lecturers and tutors think in more depth about the assessment tasks they set and the feedback they give to students The authors explore a wide variety of text types from essays and reflective diaries to research projects and laboratory reports The book draws on recent research in the fields of academic literacy second language learning and linguistics It is grounded in recent developments such as the increasing diversity of the student body the use of the Internet electronic tuition and issues related to distance learning in an era of increasing globalisation Written by experienced teachers of writing language and linguistics Teaching Academic Writing will be of interest to anyone involved in teaching academic writing in higher education

**Journal of Nursing Education** ,1989

**Time To Know Them** Marilyn S. Sternglass,2017-09-25 In a time of declining resources in institutions of higher education we grapple with how priorities are to be set for the limited resources available Most vulnerable are those students labeled underprepared by colleges and universities Should we argue that the limited resources available ought to be used to support these students through their undergraduate years And if we decide that we want to do that what evidence of their

potential for success can we provide that will justify the use of these resources Through longitudinal research that follows students who have been so labeled over all their college years we can begin to find answers to these questions Time to Know Them is the first book that follows the experiences of a group of students over their entire academic experience No previous studies have brought together the factors incorporated in this study examining writing and learning on a true longitudinal basis studying a multicultural urban population investigating the relationship between writing and learning by examining papers written over time for regularly assigned academic courses across a range of disciplines and taking into consideration non academic factors that influence academic performance such as race gender socio economic status and ideological orientation Through interviews twice a semester over six years the collection of papers written for all courses observations of instructional settings and analysis of required institutional tests of writing the author has been able to pull together a more complete picture of writing and intellectual development over the college years than has previously been available in any study Students are seen to acquire the ability to handle more complex reasoning tasks as they find themselves in more challenging intellectual settings and where risk taking and exploration of new ideas are valued The integration of students previous life experiences into their academic studies allows them to analyze critique modify and apply their previously held world views to their new learning These changes are seen to occur over time with instructional settings and support providing key roles in writing development Personal factors in students lives present difficulties that require persistence and dedication to overcome Never before have the complexities of real individual lives as they affect academic performance been so clearly presented

**Student Writing in the Quantitative Disciplines** Patrick Bahls, 2012-01-19 Designing interesting problems and writing assignments is one of the chief tasks of all teachers but it can be especially challenging to translate and apply learning theory good teaching techniques and writing assignments into STEM and other quantitative disciplines Student Writing in the Quantitative Disciplines offers instructors in math based disciplines meaningful approaches to making their coursework richer and more relevant for their students as well as satisfying institutional imperatives for writing curricula This important resource provides instructors with the hands on skills needed to guide their students in writing well in quantitative courses at all levels of the college curriculum and to promote students general cognitive and intellectual growth Comprehensive in scope the book includes Ideas for using writing as a means of learning mathematical concepts Illustrative examples of effective writing activities and assignments in a number of different genres Assessment criteria and effective strategies for responding to students writing Examples of ways to help students engage in peer review revision and resubmission of their written work Those of us who spend our lives urging faculty in all disciplines to integrate more writing into their courses have wished for the day when someone like Patrick Bahls would step forward with a book like this one Chris M Anson University Distinguished Professor and director Campus Writing and Speaking Program North Carolina State University Written by a mathematician this readable theoretically sound book describes practical strategies for teachers in



the quantitative sciences to assign and respond to students writing It also describes numerous approaches to writing that engage students in disciplinary learning collaborative discovery and effective communication Art Young Campbell Professor of English emeritus Clemson University Loaded with practical advice this timely important and engaging book will be an invaluable resource for instructors wishing to bring the benefits of writing to learn to the quantitative disciplines As a mathematician thoroughly grounded in writing across the curriculum scholarship Bahls brings humor classroom experience and pedagogical savvy to a mission he clearly loves improving the quality of student learning in math and science John C Bean professor Seattle University and author Engaging Ideas

**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

**Mapping Comprehensive Units to the ELA Common Core Standards, 6-12** Kathy Tuchman Glass, 2013-05-09 Your blueprint for skilled Common Core literacy alignment This all in one instructional resource is your best guide to building high quality CCCS aligned curriculum units across Grades 6 12 easily manageably and effectively Master teacher Kathy Tuchman Glass provides thorough explanations and step by step exercises and templates centered around key CCCS ELA concepts to help you Challenge and engage students in all content areas using the CCCS ELA framework Use existing curriculum and materials to design new CCCS aligned units of study Identify CCCS ELA essential understandings for informational text evidence based writing and other critical competencies Conduct resource rich workshops and professional development

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