

Responding to Writing

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Writing criticism and despair

- ❑ Errors seem numerous partly because reading past them is difficult for most of us.
- ❑ Surface errors can obscure meaning.
- ❑ We perceive the problem to be bigger than it may be.
- ❑ Repeat drafts improve.

(adapted by Newman, Sylvia. *Teaching and Learning From Presentation: Writing Across the Curriculum*. Ogden, UT: WSU, 2005. from Bean, John C. *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*. San Francisco: Jossey-Bass, 1996.)

Metacognition

- ❑ We cannot solve the significant problems we face with the same level of thinking that created them.
(A. Einstein)



McMurray, Eldon and Marri Sauf. "Metacognitive Application Process: A Framework for Teaching Effective Thinking Skills in PBL Courses." *Orem, UT: UVSC, 2003.*

One of the best ways to support student writing skill –

Require students to write.

Remember



- ❑ **Not** all student writing needs to be **read**.
- ❑ **Not** all student writing needs to be **graded**.
 - Credit / No credit for writing turned in. (Bean)
- ❑ **No comments** on proofreading level are necessary.
- ❑ **Comment on ideas and development** where real growth happens.

Higher order concerns

before

Lower order concerns

Most helpful to students

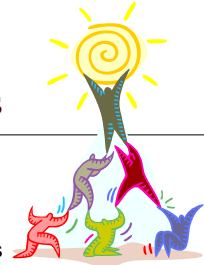
- Specific suggestions.
 - Awk! ????????
- A question about the topic that will clarify for the reader. (structure, organization)
- What information seems to be missing? (development)

“Confused and complex syntax is usually an attempt to fit information in where it doesn’t belong.”

(Murray)

Student success

supporting
Critical thinking
through
Continued writing efforts



Eventually—
Unity Between Process and Product

