

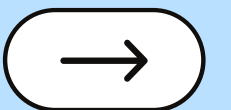


TEACHING REVISION IN ONLINE AND HYBRID CLASSES

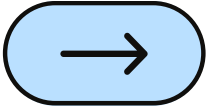
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July 27, 2020



Goals for today's workshop



- 01** Share our experience teaching revision.

- 02** Explain how students benefit from revising.

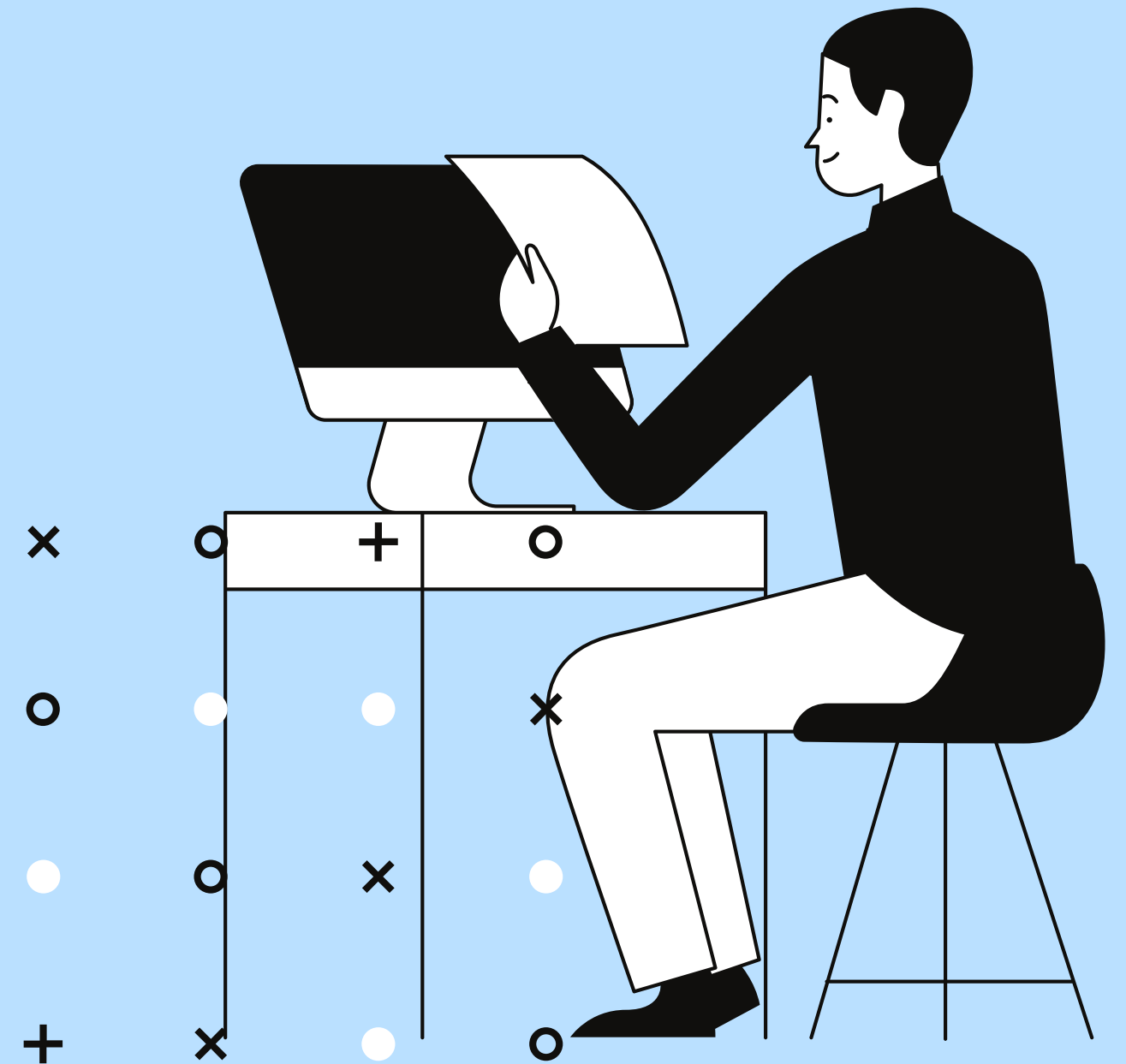
- 03** Describe basic principles for teaching revision.

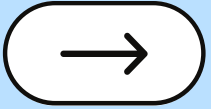
- 04** Offer strategies for teaching revision online or in hybrid classes.

- 05** Q & A

How do you typically approach revision in your classes?

- **When revision happens:**
Students revise *before* the final draft is due, or *after* their essay is graded?
- **How revision happens:**
Students participate in *peer review*, have *individual conferences*, read and use *instructor comments*?
- **How revision is incentivized:**
Students receive *grades* for their drafts, students get *points/credit*, or *no credit*?

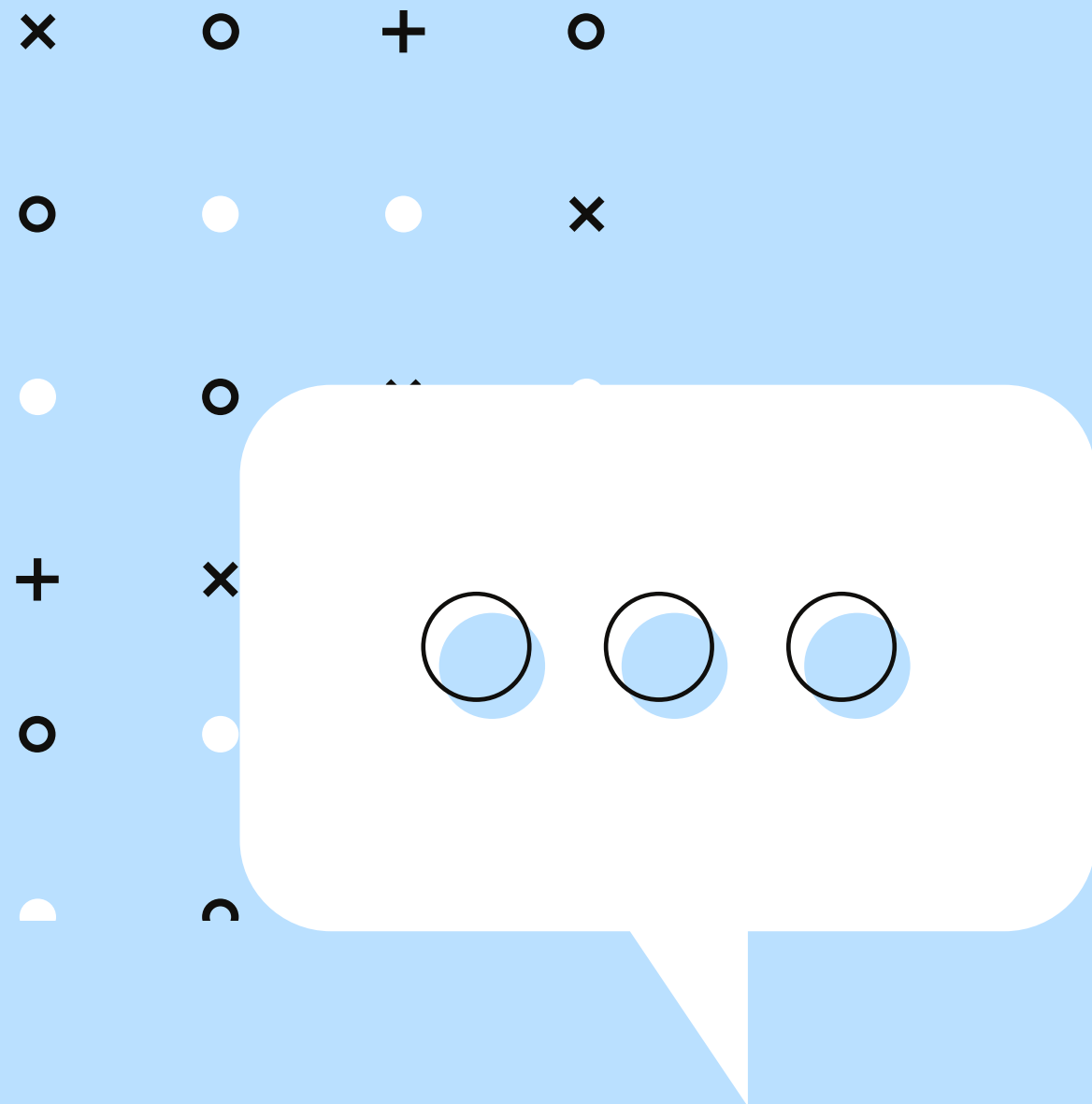


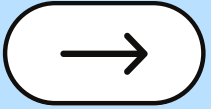


Revision is the mark of a sophisticated writer.

"Revising, or the need to revise, is not an indicator of poor writing or weak writers but much the opposite - a sign and a function of skilled, mature, professional writing and craft."

- Doug Downs, "Revision Is Central to Developing Writing," 2015.



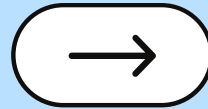


Revision

major, substantial changes in a text's organization and argument, including changing scope, focus, audience, genre, and purpose.

Editing

more localized polishing at the sentence level, paying attention to things like diction, sentence structure, and formatting



Principles for teaching revision

Give students targeted, timely feedback

Focus your comments on your most important writing outcomes for the assignment.

Structure assignments into smaller chunks to encourage authentic revision.

Build in low-stakes assignments (i.e. proposal or abstract) before the first major draft is due, and focus revision activities on small pieces (i.e. the introduction, the references)

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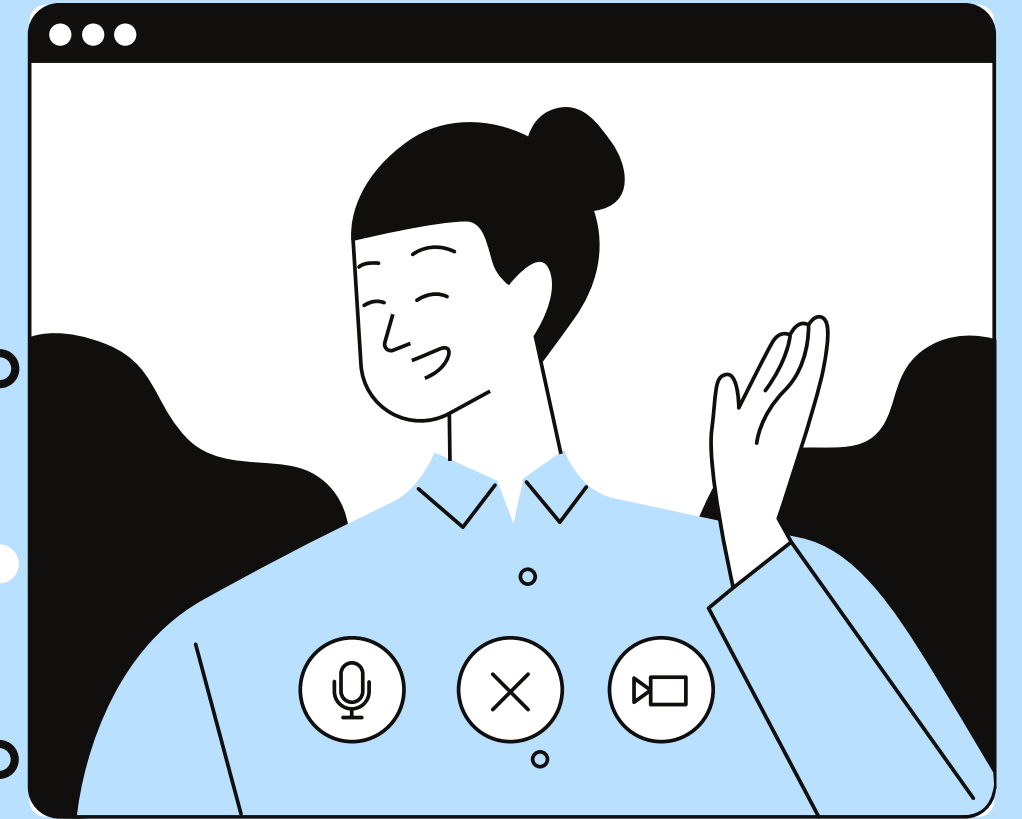
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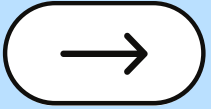
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Ask students to reflect on their revision process.

Reflection helps students transfer writing knowledge and name how they adapted their writing for a genre, audience, or situation.

What should I think about as I plan to teach revision online or in hybrid classes?



- How will I make my feedback meaningful and accessible to students?
- How will I build a course schedule that gives me and my students enough time for the entire revision cycle?
- How will I encourage my students to engage in authentic, sustained revision?
- How can I adapt whole-class, small-group, partner, and individual revision activities to work online?



How will I make my feedback meaningful and accessible to students?

Our comments help students build a language to talk about writing and understand how well their writing communicates their ideas.

"As responders, we dramatize the presence of a reader, reminding students that their writing is actually intended for a reader and for a particular purpose" (xi)

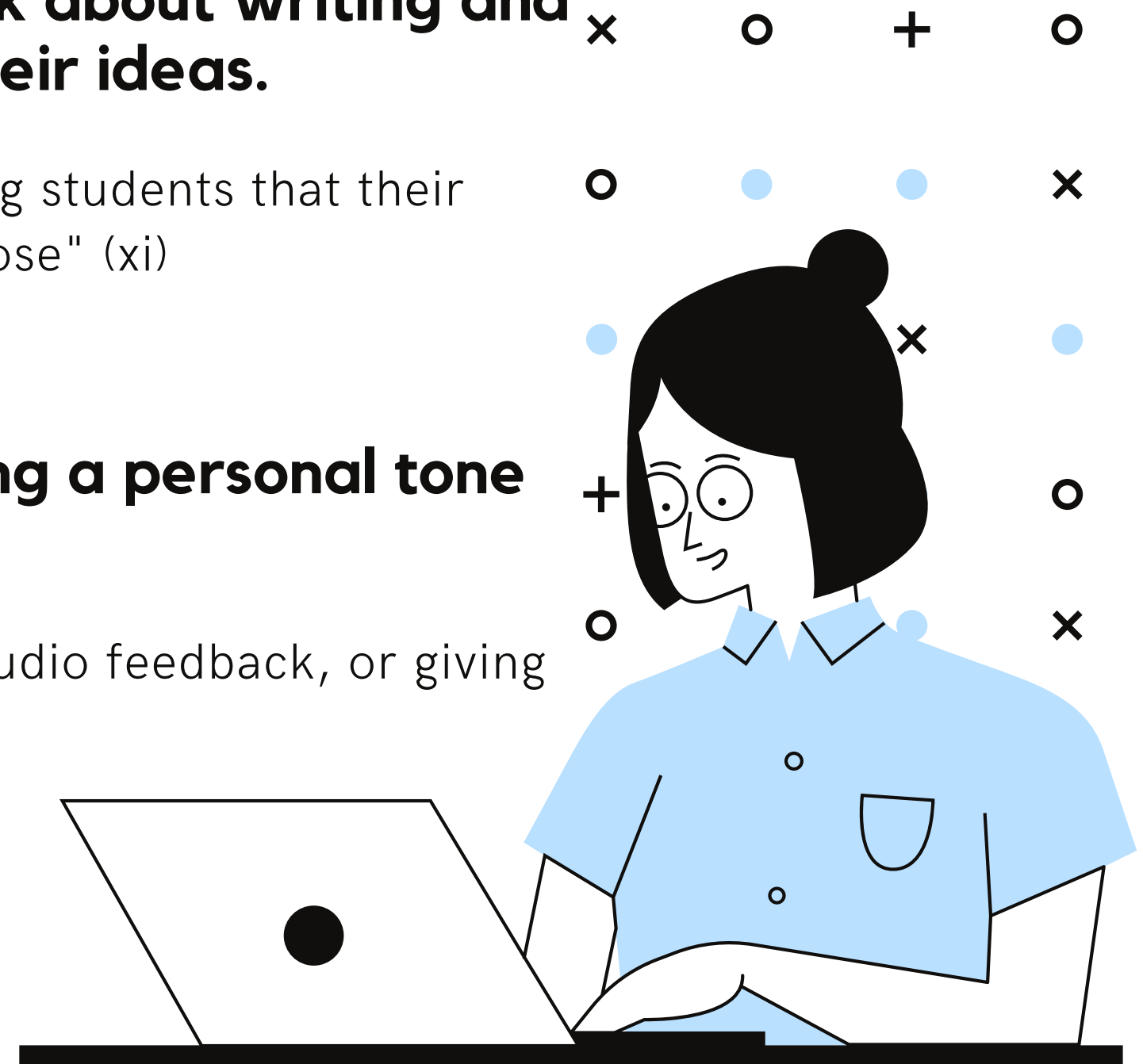
Nancy Sommers, *Responding to Student Writer*, 2013

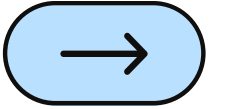
Write your comments directly to your students, using a personal tone and the language you would in the classroom.

Try using in-text comments, composing short emails, recording audio feedback, or giving feedback in video conferences.

Ask students to explain how they understood and used feedback in their revisions.

Have students compose a short writer's reflection that accompanies their final draft.





How will I build a course schedule that gives me and my students enough time for the entire revision cycle?

- 01** Instructor models and explains a writing assignment (i.e., a project proposal)

- 02** Student composes a draft and sends it to their peer workshop group

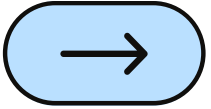
- 03** Peer workshop group reviews each other's drafts with guided questions

- 04** Student revises their draft and sends it to the instructor

- 05** Instructor gives student feedback, which they use for the next project (i.e., literature review)

and so on...

How will I encourage my students to engage in authentic, sustained revision?



- **Front-load revision**

Require drafts so that students revise *before* the final paper or project is due. Make revision an expected (and credit-bearing) part of the course.

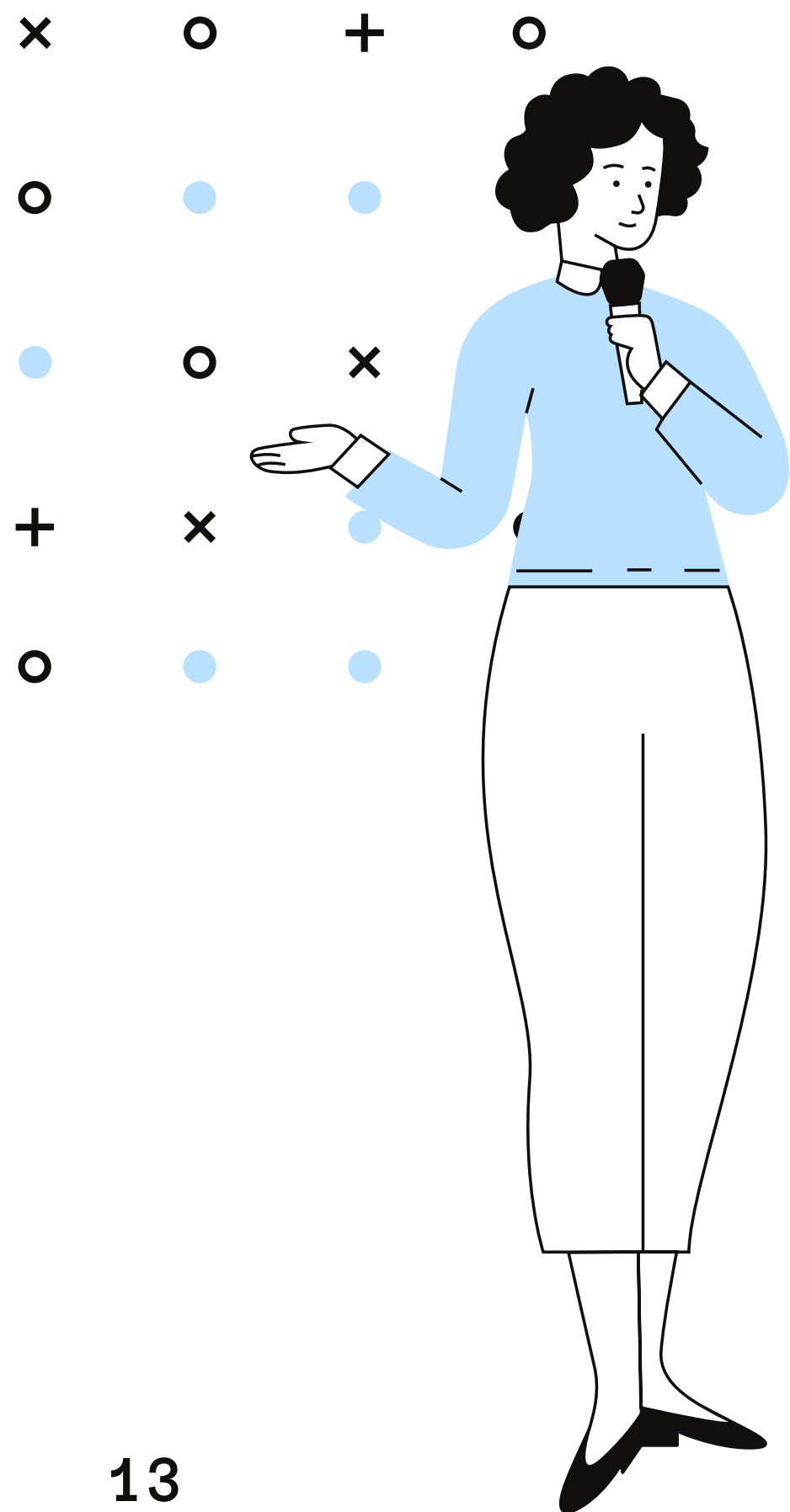
- **Delay the essay (i.e. "sneaky drafts")**

Ask students to compose smaller pieces of a larger assignment or other writing in specific genres (proposal, memo, bibliography, presentation, script) to help them keep their ideas malleable.

- **Global concerns first, then local issues**

In early drafts, focus your comments on the big stuff: organization, argument. Save sentence-level issues and formatting for later drafts.





How can I adapt whole class, small group, partner, and individual revision activities to work online?

Whole class revision activities

Show your students models of effective writing, either synchronously or through a screencast. Ask them to analyze the model's audience, form, style, and organization.

Small group revision activities

Ask students to work synchronously or over a discussion board to rank 3-4 abstracts, paragraphs, or introductions, and then use this analysis to workshop their own drafts.

Partner revision activities

Give students a guide to look at 1-3 key components of their partner's draft (i.e. sandwiching evidence or considering naysayer views) and suggest how the writer can strengthen their draft. Ask students to comment in their partner's document and highlight strong/confusing points.

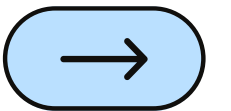
Individual revision activities

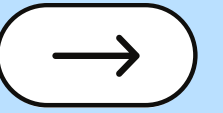
Ask students to use a checklist to review their draft for "must haves." Challenge students to summarize their main idea in 100 words. Ask students to write themselves a revision plan.





Q & A





Give students targeted, timely feedback

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Focus on your assignment's objectives

Ask yourself, "What do they need to do as a writer that's essential for this project?"

Limit your comments to 1-3 points

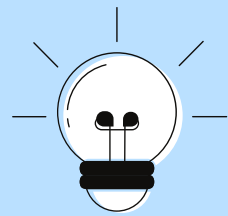
Ask yourself, "What is the one change this student needs to make to have a stronger draft?"

Comment on big-picture concerns, not local errors (especially in early drafts)

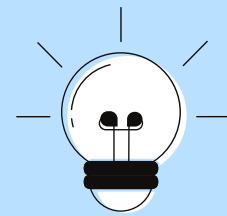




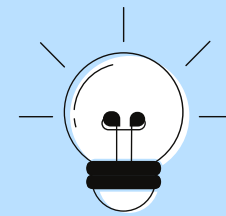
Structure assignments into smaller chunks to encourage authentic revision



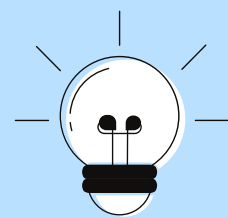
Proposal



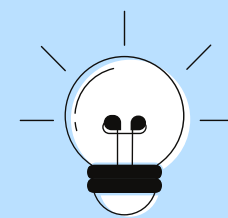
Annotated
bibliography



Conversational
script among
sources



Revised proposal
presentation



Abstract or
introduction
workshop



Ask students to reflect on their revision process

Reflection helps students transfer writing knowledge

By naming and analyzing the choices they made as writers, students can develop flexible rhetorical strategies that can help them be more savvy writers in the future.

Reflection helps students explain how they used and understood your feedback on their writing.

