English 110 Faculty Development Workshop

Teaching Revising Strategies
November 12, 2008

Goals
- To discuss techniques for spacing assignments to allow time for revisions.
- To highlight activities that support revising.
- To share approaches for teaching a variety of revising strategies.

Supporting an Instructional Goal
Based on 2007-2008 assessment data, an instructional goal for 2008-2009 is to support students’ development of strategies to use various forms of feedback to inform their revisions. As part of developing a sophisticated and individualized writing process, we collectively need to present – and allow our students to practice – a variety of revising strategies so that they can develop their own writing “toolkits” with the strategies that work best for them.

Making Time for Revising

- **In-Class Revising Activities**
  One way to make time for revising – and to help students practice new revising strategies – is to facilitate in-class revising activities. Several ideas are noted below.

- **Time for Revision in Assignment/Project Schedule**
  If we want students to grapple with revising and to make sophisticated rhetorical choices, then we must make time for revising in project schedules. How much time do you allot for revising in your current assignment schedules? 2 days? 0 days? 1 week? What do you do in-class during that time?

- **Multiple Drafts**
  Another way to promote revising is to require multiple drafts and to offer clear guidance on how subsequent drafts should differ from earlier drafts in the project. Do you discuss with students the rationale for requiring more than one draft? How do you articulate the changes you expect to see?

- **Revising Days vs. Editing Days**
  In some second language writing pedagogies, instructors differentiate between revising days and editing days. On revising days, students only receive feedback on higher order concerns (topic development, use of evidence, organization, etc.). Students respond to this initial revising feedback and bring a second draft for an editing day, when they receive feedback on lower order concerns (sentence style, mechanics, grammar, etc.). This distinction transfers well to mainstream writing classrooms as a way to help students concentrate on significant revisions before focusing on editing that might become irrelevant if the writer is still revising. How else might planning separate revising and editing days help us support the ENG 110 objective of helping students develop...
sophisticated writing processes? The objective of helping students develop an understanding of the relationship of purpose, audience, and voice, and an awareness that writing expectations and conventions vary within the academy and in professional and public discourse?

- Other Ideas for Making Time for Revision?

Activities that Support Revision

- **Planning Calendars for Writing Projects**
  Asking students to develop their own planning calendar for the project can help them consider how to manage a large writing project, while prompting them to think about their own writing processes. Including draft due dates and final due dates helps students consider how they might use the time in-between these dates to focus on revising.

  (Included example adapted from Will Duffy)

- **Revision Plans**
  Revision plans make explicit the expectation that students will use feedback they receive to inform revisions. Revision plans can take different forms – from responses to a list of questions to a well-structured paragraph prioritizing students’ needed revisions. For instance, *The Brief Thomson Handbook* encourages students to review their self-assessment and their peer feedback and to “write down at least five things you will work on in your revision” (p. 31).

- **Cut and Paste Reorganization – High-tech or Low-tech**
  Students can physically cut their paper into smaller pieces (often individual paragraphs) and then rearrange the paragraphs and paste or tape them onto another sheet of paper. In a computer classroom, students can use Word to cut and paste paragraphs, although they sometimes are more resistant to making major changes to the structure. As an alternate version of this activity, students can hand the individual paragraphs over to another student and ask their peer to put the pieces in the order that seems most logical.

- **Blind Rewrite**
  Ask students to turn their paper over (or to close it on their computer screen) and to rewrite the introduction (or another section) from memory. What are the key ideas that they recalled? Did they leave out extraneous details that could be omitted from the original version? Did they add points that should be further developed?

- Other ideas?
Resources for Teaching Revising Strategies

- **Blackboard Resources (Select “Workshop Materials”):**
  - Facilitating Peer Response and Supporting Student Revision (October 2007)
  - Supporting Peer-Response (October 2006)
  - Teaching Revising and Editing (April 2007)

- **The brief Thomson Handbook** by David Blakesley & Jeffrey L. Hoogeveen
  - Project Checklists:
    - “Using Self-Evaluation to Guide Revision” (p. 31)
    - “Revising for Context” (p. 32)
    - “Do You Have an Effective Working Thesis Statement” (p. 74)
    - “Questions to Ask about Your Reasoning” (p. 81)
    - “Questions to Ask about Your Ethos and Pathos” (p. 82)
    - “Revising for Standard Written English” (p. 399)
    - “Reviewing for Biased Language” (p. 406)

  - Technology Toolboxes:
    - “Cutting, Copying, and Pasting Text and Images” (p. 35)
    - “Software for Editors” (p. 39)
    - “Tracking Changes in Microsoft Word” (p. 41)

- **A Meeting of Minds: Strategies for Academic Inquiry and Writing, 2nd Ed.** by Patsy Callaghan & Ann Dobyns
  - Chapter 11: Revising. Offers strategies for “Revising for Compelling Ideas,” “Revising for Unity and Form,” and “Revising for Voice and Tone.” Includes several activities that could be conducted during class, including “Speak It/Tape It,” descriptive outlines, and revision plans.
  - Most chapters also include Strategy boxes that students could use to analyze their own writing to identify potential areas for revision.

- **The Harbrace Guide to Writing** by Cheryl Glenn
  - Chapter 3 includes a discussion about what happens during revising.
  - Most chapters include checklists that students can use to assess their drafts and to prompt and prioritize revisions.

- **The Academic Writer** by Lisa Ede
  - Chapter 12: Strategies for Revision. Discusses “revising through re-vision” and offers guidelines and questions to prompt revision.
  - Differentiates strategies for responding to peer feedback, Writing Center consultant feedback, self-assessment, and writing group responses.
Upcoming English 110 Events – Mark Your Calendars

- Indirect Assessment Invitation emailed to Students – December 1\textsuperscript{st}
- Direct Assessment Packets due to Jessie – December 19\textsuperscript{th}
- Spring Lunch Workshops – February 11\textsuperscript{th}, March 11\textsuperscript{th}, and April 8\textsuperscript{th}
- College Writing Showcase – April 27\textsuperscript{th} (tentative)