

xx EDITING xx	☺ EDUCATING ☺
Focus on writing	Focus on writer
Short-term	Longer-term (ideally)
Corrections	Questions, comments, clarifications, patterns
Client does little work	Client does a lot of work

Strategic Questions to Consider:

- Who has the pencil/pen?
- Where is the paper?
- Who talks the most in the beginning?
- How is the paper read ?
 - Aloud? Why? By whom? Which sections? When?
 - Silently? Why? Using what method? In what sequence? (see more below)

DISCUSS: How might your answer to these questions vary depending on the type of assignment? (e.g. HW/drills, short-paragraph writing, longer pieces of writing)

Educational Psychology 101:

1) Students have to ‘do’ something to learn. Such as...

- a) asking or answering questions
- b) writing notes
- c) pointing at the paper
- d) figuring out why something was marked/circled in their paper.
- e) writing onto the paper itself

2) Educator modeling is an essential part of learning, particularly in early stages

3) “I” statements decrease anxiety and increase empowerment. For example...

- a) “I was confused here because” (vs. “This needs to be corrected”)
- b) “When I read this, I thought _____. Is this what you wanted to say?”
- c) “When I’m writing this sort of paper, I often _____”

4) The brain, like a computer, can only be engaged in a limited number of processes at once. This means that...

- a) A more complex paper might mean more note-taking by tutor
- b) Visuals and analogies might be needed to make feedback concrete
- c) Feedback must be selective—i.e. “quality over quantity” and prioritized issues

GRAMMAR 101: Focusing on clarity vs. ~~correctness~~ & educating vs. ~~editing~~.

10 most common grammatical issues	Examples	How concerned should you be? What can/should you do?
<i>Verb tense/form (incorrect or shifting)</i>	When interest rates expecting to fall, three reasons would cause to raise in stock prices. Is she speak Japanese?	Can seriously interfere. Ask students to explain what they wish to say orally. It may also help to ask about “who does what” (agent, verb, object).
<i>Word form</i>	It is importance to investment money for the future.	Often interferes. Offer another word form, telling them which part-of-speech they need (n, v, or adj, in most cases)
<i>Subject/verb agreement</i>	Investors search ...to protect their wealth which are deposited in banks	Often interferes. Worth pointing out and asking for clarification..
<i>Plurals (count/non-count)</i>	We have ordered new office equipments . My favorite animals are sheeps .	Sometimes interferes. Worth pointing out but maybe not correcting.
<i>Syntax (sentence structure / word order)</i>	I asked my instructor what would be the due date for the written second assignment.	Sometimes interferes. Worth pointing out and asking for clarification.
<i>General ‘awkwardness’ or incorrect expressions.</i>	[<i>numerous examples abound</i>] (My favorite): “On the third hand...” I wish that we will have more time to work on this paper.	Seriousness depends on severity. You can start by telling the student whether it’s a content issue (i.e. “I don’t understand this part”) or simply a style issue (i.e. “This just seems strange”). If the latter, you might ignore it. Expect some ‘written accent.’
<i>‘Marked’ errors (non-standard English)</i>	He don’t know ... I’m gonna ...	What do you think? (depends on course, genre, student goals, etc)
<i>Punctuation</i>	[: . ? ’ “ ! - ☺]	Rarely interferes. Do what you would with your other students.
<i>Incorrect/missing article (a, an, the)</i>	The individuality is [] important aspect of American culture.	Almost never interferes. Many tutors correct these directly or ignore them.
<i>Wrong preposition (to, from, about, by, etc)</i>	The essay from Foucault is for many important issues.	Almost never interferes. Many tutors correct these directly or ignore them.

Scenarios to consider:

“NEEDY” STUDENT

- a. Review/model types of items on the assignment (cycle of model-application)
- b. Model and practice “think-aloud”
- c. Writing a “cheat sheet” for them with steps/rules/reminders
- d. Showing resources
- e. Guided practice—they have to ask you questions.
- f. Giving extra time (you read or grab a coffee while they do some practice on their own)

ROLEPLAY: What could you say to a student who seemed to expect you to do more of the work?

“THIN” PAPER (weak on ideas/development)

- a. Review assignment and relevant texts
- b. Respond as a reader; Ask lots of questions and maybe take notes as their “recorder”
- c. Suggest another appointment if you can’t help much at this point

ROLEPLAY: How can you convey to this student the rationale for your approaches in this situation?

UNCLEAR/UNORGANIZED WRITING

At the paper level....

- a. Ask questions to generate a reverse outline;
- b. Use the #s/letters in that outline to ‘code’ the paper
- c. Be visual and concrete—maybe even kinesthetic (cutting, coloring, drawing)

At the paragraph/sentence level...

- g. Focus on “TEA sandwiches”: Topic sentence, Evidence, Analysis (commentary)
- h. Identify subjects and verbs for student’s ideas. (e.g. What are you saying *about* X?)
- i. Ask the relationship between topics and ideas.
- j. Teach old-new “linking” from one sentence/idea to the next.
- k. Prioritize clarity over complexity (in terms of style)

ROLEPLAY: (See pg. 3)

SURFACE –LEVEL ERRORS

- a. Make sure all of the other components/aspects are OK (see above)
- b. Focus first on one section—especially the one with the clearest and most engaging ideas
- c. Emphasize errors that hinder clarity, then on those that detract from authority. (See previous handout—Grammar 101. Focus most **on verbs, subject/verb agreement, and word form.**
- d. Try to use markings and annotations—not corrections. This way, you can “quiz” students later.
- e. Have the student write the actual change/correction, in response to your marking/annotation .
- f. It’s OK if you don’t get to explain all of your markings. That’s excellent fodder for independent learning and/or an additional appointment! (Yes, it’s OK to give them your copy of the paper)

Practice activity, from <http://mwp01.mwp.hawaii.edu/resources/wm6.htm>

Consider the excerpts below. In one, the student could handle the writing problems quite readily; in the other, problems require the student to do a considerable amount of rethinking and clarifying. In which excerpt do writing errors significantly and consistently interfere with understanding and thus reflect more than superficial problems? For which excerpt could you readily offer content feedback?

Excerpt A: The overthrow of the Hawai’ian monarchy an interaction between United States and Hawai’i political economy. The reciprocity treaty an incentives making the sugar industry to expand. And Hawai’i sugar planters making an investment. The treaty change to Hawai’i internal politics build the wealth of Caucasian owners in sugar plantations. The U.S. opportunism respect trade treaty caution the wealth if planters, therefore a critical role in overthrow in Hawai’ian monarchy.	Excerpt B: When interest rates expecting to fall, three reasons would cause to raise in stock prices. Firstly, the expansion in the economy causes corporation to have excellent earnings. Secondly, investors search for higher return to protect their wealth which are deposited in banks. Lastly, corporations would have opportunities to borrow at the lower interest rates for expansions.
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Meaning seems far more difficult to determine in Excerpt A where missing parts of speech and a lack of connection between words and ideas result in a very perplexing paragraph. In Excerpt B, however, verb form errors and missing articles do not impede understanding; the paragraph provides three reasons for rising stock prices when interest rates fall.

When the writing interferes with understanding (Excerpt ____)

Tell the student that the content is unclear or unfocused. Say "I can’t understand what you’ve written. Could you tell me what you are trying to say?" Such garbled writing might suggest that the writer is overshooting her abilities to write academically and needs to use language appropriate to her level. Or, the student may not have understood the topic or concept, in which case some re-teaching may be necessary. Once the student can explain what she is trying to say in each sentence, ask her to rewrite the draft. You can also refer students to an ESL specialist in the English Department Writing Workshop. However, you, as the course expert, will be more qualified to assist the student with course content.

When the writing does not significantly interfere with understanding (Excerpt ____)

Ask the student to find a native English speaker who can proofread the draft before the student submits it. A more experienced writer and speaker will be able to point out grammar errors, and the student can make necessary corrections before you read the draft.

Error Analysis Practice

1. The collection of books from the library are very value.
 2. The first author has written her most recent articles in 2004; on the contrary, the second author wrote a piece as recently as 2008.
 3. The lecturer discussed that the news is often bias.
 4. There is a long history of tension between people of color, and the police force; it is important to my analysis.
 5. If he writes another book, it would have been a significant contribution.
 6. This book offers the insights for you and I.
 7. I have included many evidences to support.
 8. It is true that a grammar is important, however, clarity and analysis is even more important
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Sample paragraph from student paper on “Media Coverage of Dolly the Sheep”

Prior to this point: Definition of “media bias.” Introduction to two articles and thesis about different audience for each article.

The structure of the two articles differ from one to the other, because the do not relate to the same type of people. On the first hand, Mr. Wade relates to the scientists that argue against Dr. Wilmut’s experience. Wade also includes many quotes that mention scientific opinions, even though the readers might not understand the complete meaning. The arrangement of the article is moreover a point to look at. The writer starts with an introduction to the cloning of the sheep but then he states his key point right after, which is “Now Dr. Wilmut...appeared” (Wade, 1998). This kind of structure implies that Wade supposes that everyone who will read the article already know about the event. The fact that he does not mention many details to put the reader in context suggests that he assumes the readers will have certain knowledge on the story. It can work in some occasion but it will have a direct impact on the type of audience one would get, which will be discussed later.