

Feedback Guide for ENGL 109

Feedback Type	Definition	Timing
<i>Silence</i>	Listening to a writer narrate her aims, ideas, challenges, conclusions without interruption or intervention [non-evaluative]	Early in the writing process, particularly during brainstorming and conceptualization of theses and key arguments
<i>Say-back</i>	Paraphrasing or summarizing for a writer ("I hear you arguing that ...") [non-evaluative]	Early in the writing process as writers work out their ideas; Also, after a complete draft has been composed, when writers are testing what they think they've written against what a reader might receive from their text
<i>Movie of the mind</i>	Narrating, for the writer, the experience of reading their draft (when you wrote that xxx, I expected that yyy. The claim that followed surprised me ...") [non-evaluative]	As the writer prepares to revise. This form of feedback helps writers move from writer-based prose to reader-based prose
<i>Skeleton-finding</i>	Narrating for the writer the primary and supporting claims of a text, the evidence, and warrants—the skeleton upon which the argument of a text is formed [primarily non-evaluative, but may make visible gaps or flaws in reasoning]	Useful both early and midway through the composing process, as writers conceptualize their arguments and frame them for a reader in a full draft
<i>Organization</i>	Helping a writer discern whether and how well their chosen organizational scheme works for or against the persuasiveness of their argument; guidance in glossing paragraphs for both internal coherence and overall logical progression [evaluative and non-evaluative]	Middle to late in the composing process, as writers revise and before they become too committed to any particular order of ideas, claims, or supports
<i>Problematizing</i>	Pointing to gaps or absences in reasoning or evidence, to unacknowledged prior research, or to unimagined scenarios or possibilities—to that for which the primary argument may not account [evaluative and non-evaluative]	In the middle of the composing process as writers draft a complete argument or in response to a full draft. This form of feedback should <i>never</i> be offered early in the writing process, as writers are forming ideas or conceptualizing, but only as they work toward refining their argument

Feedback Type	Definition	Timing
<i>Critique</i>	Narrating for a writer what works and doesn't work in their text and why. [evaluative]	At the conclusion of the writing process as part of the evaluative process
<i>Reading aloud</i>	Listening to and reading along with a writer reading aloud—helping writers become conscious of the moments when they correct for error automatically, marking with the writer sections of text that need to be addressed for the purposes of correctness [non-evaluative and evaluative]	Late in the composing process as the writer prepares a polished, final version of the text for submission or publication
<i>Identifying patterns of error</i>	Helping writers to recognize where they are making the same grammatical error repeatedly within the same text, to understand the rule or established practice they have been violating, as well as how to address that pattern and correct their text [non-evaluative and evaluative]	Late in the composing process as the writer prepares a polished, final version of the text for submission or publication
<i>Pointing or error spotting</i>	Helping writers to recognize where they may have failed to complete an in-text edit or made a sentence level error [non-evaluative and evaluative]	Late in the revision process as the writer prepares a polished, final version of the text for submission or publication
<i>Copyediting</i>	A skill to be taught rather than a form of feedback	Copyediting may be used in very select circumstances to model the correct or understandable version of a sentence, but should be used very sparingly and never as a substitute for more richly formative feedback