

"The Complexities of Responding to Student Writing; Or, Looking for Shortcuts via the Road of Excess"
(Haswell, 2006) <http://wac.colostate.edu/atd/articles/haswell2006.cfm>

- 1 *Distanced aesthetician or rhetorician* (Stewart, 1975). The teacher comments on the work of a student in another teacher's class, on a signed form to be returned to the student, as part of a cooperative teaching project.
- 2 *Involved co-creator* (Lauer, 1989). The teacher and a student work together to write a piece, sometimes over coffee, sometimes through e-mail exchanges.
- 3 *Demanding coach* (Holaday, 1997). A writing-center tutor advises the student on a second draft for the student's teacher; or the teacher helps prepare students for a department exit portfolio reading by discussing departmental standards and evaluation habits of the other teacher-evaluators.
- 4 *Persuasive motivator* (Johnston, 1982). In a workshop session the teacher provides a set of questions designed to prompt students into further ideas on a draft, handing the heuristic out to small groups of students. Each group is collaborating on a piece. The teacher then visits groups, helping solve problems.
- 5 *Experienced modeler* (Young, 1997). In class the teacher projects a passage from a student essay on screen and re-writes it; or in an end-comment to a paper requests that the writer read a particular essay for ideas before starting the second draft.
- 6 *Prompting dialoguer* (Lauer, 1989). In the teacher's office the teacher meets with a group of two or three students, who have no more than pre-writing notes, and the teacher encourages questioning and inquiry.
- 7 *Judicious lawgiver* (Murray, 1982b). When assigning a new essay, the teacher makes available a student-written essay that fulfills the assignment at the C level, and explains why it would earn that grade.
- 8 *Supportive parent* (Turbill, 1994). The teacher privately praises the student's lab report after class in the hallway.
- 9 *Expert reader* (White, 1984). In class the teacher shows how a reading assignment, a professionally written piece, achieves rhetorical effects germane to the students' next writing assignment.
- 10 *Sharp-eyed editor* (Dohrer, 1991). During a workshopping session in a computer classroom, the teacher vets, one last time, each student's letter to the editor, just before it is e-mailed off.
- 11 *Experienced diagnostician* (Krest, 1988). Students know that their paper will be read and commented on by other students in the class, during a "read-around." The students record their comment on one margin, the teacher on the other margin, and then the teacher and student conference, one on one, over the comments.
- 12 *Real reader* (Maimon, 1979). To the class the teacher reads unrehearsed through a student's first draft, thinking aloud, or more exactly responding aloud, all along the way.