**Workshop 1 - College Transitions, 2nd Ed.**

FEEDBACK

091615

[keynote at icloud](https://www.icloud.com/keynote/AwBUCAESECGSU-kRZDaetSTnHWjgM54aKcdhPvhGLGPSkJzql4UUGxEBvsuqZ6AQha9Z6xrefwhjs_P5HaQyUQGjMCUCAQEEIIDH7tyK468WDzvJGXsDQwPwpu4JNBru33IlujB5dEWa#BSSA_copy)

BE CONSISTENT, NOT INSISTENT

make writers aware of the *criteria and terminology* for success

BE CRITICAL, NOT CRITIQUE-FULL

make writers aware of *critical moments*, not critical deficiencies

BE RESPONSIVE, NOT REDACTIVE

make writers aware of *options*, don’t limit them

BE A FEEDBACK LOOP, NOT A SOUNDING BOARD

make writers comfortable with a *cycle of new knowledge*, not a report

**Examples of Literacy Maps and Feedback**

*PowerPoint from Red Folder Packet: “My Literacy Map”*

* Feedback lines for each slide (your feedback can be incorporated into the form)
* Many different levels/types (breadth and depth) of literacy
* Add material about how he learns
* Adding material throughout the process; opportunities for revision
* Arrangement: quick and developed slides
* Moving from details to dives
* What is the writer providing for details and why?
* Opportunities for talking to other sources (talk to other people, find documents, make more connections)
* Segue from map to major with the idea that we help students find moments they can pull out and create a more detailed exploration of
* If students want to tell you how to read it, tell them to shush, or tell them to make that happen in the intro
* Frame your language with a revision plan

*Butcher Paper on Middle Table*

* Just school stuff; are there other experiences that make sense; what does an educational scene mean? (informational addition)
* What’s missing-emotional connection? (connective addition)
* Who do you want to teach about this way? (audience addition)
* Show student work as a gallery of examples; that way students are seeing lots of approaches and seeing different ways to adapt

*Prezi*

* movement, transition
* it is a draft, so treat it as one in terms of design and information

**Responding to Early and Later Student Draft (1-Illegals; 2-Bilingualism)**

*Purpose*

1: economy or border patrol? can you pick one to improve? missing a connection with the text-which focus are you invested; use pathos (ethical appeals); the length lends itself to deep exploration of one idea; suffers from weak elaboration. 2: you used a survey (good), but what else might you have asked? who are we asking and why?

*Working with Other People’s Ideas*

1: bias: how do we deal with the evidence; personal experience; pointing writer towards other contextual information; student needs to think about re-mapping the larger question; what is the question here that needs development.

2:

*Audience*

1: possible audiences: taxpayers, legislators, ? What do you want audience X to do about this situation.

2:

*Form*

1: testing format or mode (answer, proof, explain); formula driven; how do you organize or structure the statement of your purpose (thesis)

2:

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*Style*

1:

2:

*Revision*

Let’s think about how we question a student so s/he can better define a purpose, audience, form, and evidence.

1:

Let’s think about how who we’re interviewing and why; what is a better way to focus.

2: