

Revised February 7, 2014 GUIDELINES FOR CWC TUTORS

Tutors: Remember this is bare-bones feedback in which you merely POINT to problems that you see. Without conversation, you cannot advise on how to revise!

E-mail feedback can rarely match a face to face conversation with a writer. Because the writer is not present, you won't have the chance to ask them to explain their intentions. Still, by playing audience you can point out what's coming across and where you can't follow.

Please make an effort to be kind, generous, and respectful of the writer and the work they're doing. Remember that it is more difficult to convey warmth through text, and so you must be careful with what you say. This also includes confidentiality. As always, do not discuss the work with students or faculty outside the CWC.

HOW TO COMMENT ON THE DRAFT

ONE: Read the Draft

- Read the draft once, focusing on the meaning and the argument: What is the claim, and what is the game (how is it supported)? **As you read, highlight in yellow sentences and phrases that are unclear or need work. Underline under those that seem strongest.** What has been communicated, and where is the meaning less clear?
- Notice grammatical and punctuation errors that jump out at you, but **DO NOT get distracted by them.** For now, quickly highlight **in blue** just the ones that are quite confusing or common in this paper.

TWO: Write the Feedback

- Summarize: After you read, write a 2-4 sentence summary of the argument for the feedback form: what is the main point, and how is the writer backing it up through the essay? Note: Your problems making a summary will help you see what is confusing in the draft.
- Name the strengths: On the feedback sheet, comment on a few strong features of the draft. How clear and well-supported are the claims? Acknowledge other features as well.
- Name the problems: Identify the bigger "problem spots" in the draft. Where is the language most confusing, unsupported, or weak? Is there a jump in topic? A confusing phrase or sentence? An unsupported claim?
 - Highlight in yellow to indicate those spots. ALSO use bold numbers in square brackets to indicate those spots.
- On the feedback sheet, *briefly* state your confusion for each numbered spot. Do not just name the problem, but gently help the writer see where they could communicate

better. Be the most encouraging and generous tutor you can be. Communicate concisely what the problem is; when you can, also give the writer credit for what is coming across.

- The client has already been instructed to download our [Self-editing Guide](#), so tell them to “please refer to Tip # ____”. The Self-editing Guide also contains links to the Purdue OWL for tips on revising sentences and paragraphs.

THREE: Review for Errors and Citation

- **Highlight in light blue to indicate a possible error in grammar or punctuation or spelling.** Highlight only the first instance and perhaps mention approximately how many times the error occurs. Insert a comment box stating what the error is, whether they have more than one instance of this error, and where to find more information. Suggest a handout or send them to “Tip # ____” in our Self-editing Guide, which also includes links to Purdue OWL and other pages.
- **Highlight in pink to indicate a possible problem with citation. Insert a note BRIEFLY explaining your concern.** Highlight only the first instance and note whether they have more than one instance. Send them to “Tip # ____” in our Self-editing Guide, which also includes links to Purdue OWL and other pages.

FOUR: Wrap-Up

- Pose a question that helps the writer develop their thinking further. Put this on the feedback form.
- To make their process easier, please copy and paste the color code from the end of the feedback sheet onto the top of their draft

FIVE: Send the Feedback

- Complete the feedback form. Save the draft as “draft [client’s name and date] and save the feedback form as “feedback [client’s name and date]”.
- Attach both documents in an e-mail to Dr. Mitchell (mitchejk@potsdam.edu) and CWC Feedback (cwcfeedback@potsdam.edu) with “feedback” in the subject.
- Complete your “e-mail feedback log” form and attach it.

Dr. Mitchell will e-mail your feedback to the client. We want to avoid sending e-mails from your address, so the client doesn’t reply to you with questions.

Potsdam CWC E-mail Feedback Sheet
PEER RESPONSE FOR _____

Date:

Tutor's summary of the argument (what's coming across, a restatement of your main point and supporting points in 2-4 sentences):

Strongest features:

1.

2.

3.

4.

Points of confusion: spots where tutor got a bit confused or wanted to know more. The tutor will not offer fixes! They will act as a practice audience.

1.

2.

3.

4.

Tutor's question: a question that helps you develop your ideas.

Tutor's recommended handouts for correcting errors in this draft.

Color coding of our feedback:

- Underline: clearest or strongest phrases and sentences.
- Yellow: unclear sentences or wording, including transition problems.
- Light blue: a possible error in grammar or punctuation or spelling. We highlight only the first occurrence of that error.
- Pink: a possible problem with citation.

Note: Face-to-face conversations are usually more useful to writers than e-mail feedback. Make an appointment in the CWC to get the full benefit of our tutoring service. To schedule an appointment, contact the CWC. Find more information here: www.potsdam.edu/support/cwc

To request an appointment with the tutor who responded here, you must e-mail cwc@potsdam.edu.