

Feedback That Moves Writers Forward

3 Semester Hours
of Graduate Credit



Accessing the Course

To access your course, you will need an Internet-connected device such as a computer, tablet, or mobile phone. Courses run within the following web browsers:

- Chrome
- Firefox (Extended Releases are not supported)
- Internet Explorer 11 (Windows only)
- Edge (Windows only)
- Safari 10 and 11 (Macintosh only)

For the best experience, please ensure that your browser is up to date.

Login

1. Go to <https://corwin.instructure.com>
2. Login with the email address and password you used to purchase the course.
3. If you don't remember the password you created, simply click *Forgot Password?* to reset it.

Materials

All required readings and videos are included in the course as digital files, including content from:

McGee, P. (2017). *Feedback that moves writers forward: How to escape correcting mode to transform student writing*. Thousand Oaks, CA: Corwin.

Course Description

Move from teaching writing to shaping writers by providing feedback that inspires your students to reach new heights. In this course, you will learn how what you say impacts your students' writing process and how to leverage that to help them discover their true writing identity. Eliminate the red pen and start developing stronger, more confident writers.

Course Objectives

By the end of this course, you will be able to deploy a range of instructional strategies, including:



- Move beyond making corrections and deliver customized, just-in-time feedback with just the right wording during planning, drafting, revising, and editing stages to help students eagerly take responsibility for refining their own writing.
- Apply the research on growth mindset and goal setting, whether you use a writing program or a workshop model, to draw students into writing with passion and engagement.
- Discover how tone, trust, and language can accelerate the discovery of your students' writing identities and enable them to take risks when they are stuck.
- Empower writers to reflect and apply what they learn about content, craft, and style to their future writing.

Course Outline

This course is self-paced. However, if you are taking this course for graduate credit, please be aware of the due date of the final assignment, as this must be met in order to receive credit.

Key Dates

Many students find the courses most rewarding if they work through at a steady pace, setting aside dedicated time to take the course. Completing one module per week is a common goal.

<p>Module 1</p> 	<p>Effective Writing Feedback</p> <p>After completing this module, you will be able to</p> <ul style="list-style-type: none"> • differentiate between effective and noneffective writing feedback for your student writers, and • develop one to three goals to use in writing instruction to help student writers improve. 	<p>3.5 hrs Typical time to complete</p>
<p>Read</p>	<p>Feedback That Helps Writers Progress</p>	
<p>Watch</p>	<p>The Importance of Feedback</p>	
<p>Evaluate</p>	<p>Evaluating Teacher Feedback</p>	
<p>Discuss</p>	<p>Feedback in Your Classroom</p>	
<p>Dialogue</p>	<p>Essentials in Your Classroom</p>	
<p>Quiz</p>	<p>Effective Writing Feedback</p>	<p>Graded</p>
<p>Reflect</p>	<p>Applying Effective Writing Feedback</p>	
<p>Update Your Portfolio</p>	<p>Effective Writing Feedback</p>	
<p>Module 2</p> 	<p>Balancing Grading and Feedback</p> <p>After completing this module, you will be able to</p> <ul style="list-style-type: none"> • differentiate between grades and feedback, and • analyze your own grading practices and adjust as needed. 	<p>3.5 hrs Typical time to complete</p>
<p>Focus</p>	<p>Distinctions Between Grades and Feedback</p>	
<p>Read</p>	<p>Introduction to Differences Between Feedback and Grades</p>	
<p>Watch</p>	<p>Reconciling Grades and Feedback</p>	
<p>Examine</p>	<p>Ways to Engage Writers</p>	
<p>Reflect or Create</p>	<p>Grading and Feedback</p>	
<p>Discuss</p>	<p>Use of Grading and Feedback</p>	
<p>Dialogue</p>	<p>Feedback and Grading Interaction Designs</p>	
<p>Quiz</p>	<p>Feedback and Grades</p>	<p>Graded</p>
<p>Reflect</p>	<p>Beginning to Apply Writing Feedback Strategies</p>	
<p>Update Your Portfolio</p>	<p>Differences Between Grades and Feedback</p>	

Module 3



Feedback Fundamentals—Part I

After completing this module, you will be able to

- articulate feedback to improve your students' writing identity, and
- develop a positive tone to use in conferences with student writers.

3.5 hrs
Typical time to complete

Read A	Mentor Writer	
Read B	Fundamentals of Writing Feedback	
Watch A	The Power of a Strong, Healthy Writing Identity	
Watch B	Tone and the Implications on Feedback	
Create	Facilitating Growth	
Discuss	Importance of Writer's Identity	
Dialogue	Practicing Tone	
Quiz	Feedback Fundamentals	Graded
Project	Providing Writing Feedback	Submit for grading
Reflect	Applying Feedback Fundamentals	
Update Your Portfolio	Writing Feedback Fundamentals	

Module 4



Feedback Fundamentals—Part II

After completing this module, you will be able to

- give students writing feedback that is writer focused, goal based, and focused on strengths; and
- apply information from formative assessment to make instructional decisions about writing.

3.5 hrs
Typical time to complete

Read	Formative Assessment to Focus Feedback	
Examine	Classroom Clarity	
Watch	Goal-Centered Writing Conferences	
Create	The Power of Three Plan	
Discuss	Strengthen Your Practice	
Explore	Learn From Others	
Quiz	Formative Assessment to Focus Feedback	Graded
Project	Formative Assessment in Practice	Submit for grading
Reflect	Formative Assessment to Focus Feedback	
Update Your Portfolio	Formative Assessment and Focused Feedback	

Module 5



Helping Writers Develop Ideas and Take Risks


After completing this module, you will be able to


- assist writers when they become stuck, and
- support writers when they are hesitant to take risks.


3.5 hrs
Typical time to complete

Read	Writer Development and Risk Taking	
Watch	When Writers Get Stuck	
Check Your Knowledge	Getting Stuck	
Observe or Reflect	Students at a Standstill	

Discuss	Helping Writers Who Are Stuck	
Dialogue	Encouraging Risk Taking	
Quiz	When Students Are Stuck With Their Writing	Graded
Reflect	Helping Writers Develop Ideas and Take Risks	
Update Your Portfolio	Helping Students Develop Risk-Taking Skills in Writing	

Module 6 	Feedback for Goal Setting—Part I After completing this module, you will be able to <ul style="list-style-type: none"> • apply strategies that support writers so they can set writing goals that will help them grow, and • provide feedback to writers that will help them to set goals. 		3.5 hrs Typical time to complete
	Read	Essentials of Goal Setting	
	Watch A	Feedback Across Time	
	Watch B	Supporting Goals	
	Create and Reflect	Designing Goals	
	Discuss	Tracking Our Goals	
	Explore	Setting Goals	
	Quiz	Feedback for Goal Setting—Part I	Graded
	Reflect	Feedback for Goal Setting—Part II	
	Update Your Portfolio	Feedback for Goal Setting—Part II	

Module 7 	Feedback for Goal Setting—Part II After completing this module, you will be able to <ul style="list-style-type: none"> • model strategies, such as structured protocols, through which your students can provide writing feedback to one another; and • use a writer-centered approach with writers to effectively and efficiently confer about their goals. 		3.5 hrs Typical time to complete
	Read	Feedback and Protocols	
	Watch	Protocols	
	Create and Reflect	Peer Feedback	
	Discuss	Written Feedback Tone	
	Explore	Optimizing Feedback Time	
	Quiz	Feedback for Goal Setting—Part II	Graded
	Project	Implementing Protocols	Submit for grading
	Reflect	Feedback for Goal Setting—Part II	
	Update Your Portfolio	Feedback for Goal Setting—Part II	

Module 8 	Feedback That Helps Student Writers Make Choices—Part I After completing this module, you will be able to <ul style="list-style-type: none"> • facilitate student ownership over their writing and develop agency with your writers, and • develop a classroom environment in which writers can make significant choices in their own writing. 		3.5 hrs Typical time to complete
	Read	A Need for Choice	
	Watch	The Power of Choice in Writing	
	Reflect or Create	Ownership Versus Disownership	

Discuss	Creating Choices	
Dialogue	Making Choices	
Quiz	Helping Student Writers Make Choices—Part I	Graded
Reflect	Helping Student Writers Make Choices—Part I	
Update Your Portfolio	Helping Student Writers Make Choices—Part I	

Module 9



Feedback That Helps Student Writers Make Choices—Part II

After completing this module, you will be able to

- use feedback methods that will offer students choices in three text types (narrative, informational, and opinion/argument) and offer choices in structure, elaboration, grammar, and conventions; and
- provide grammar/conventions instruction as an integrated part of writing instruction based on needs of student writers.

3.5 hrs
Typical time to complete

Read	Feedback That Offers Choices	
Watch A	Tia's Writing Conference	
Watch B	Feedback That Offers Choices	
Reflect and Create	Feedback That Offers Choices	
Discuss	Choices in Elaboration	
Dialogue	Choices in Grammar and Conventions	
Quiz	Helping Student Writers Make Choices—Part II	Graded
Reflect	Helping Student Writers Make Choices—Part II	
Update Your Portfolio	Helping Student Writers Make Choices—Part II	

Module 10



Reflecting for Learning—Part I

After completing this module, you will be able to

- demonstrate how to encourage students to give themselves meaningful writing feedback and reflection that they can use to progress as writers, and
- understand the key characteristics of reflection as feedback and use these characteristics as writers.

3.5 hrs
Typical time to complete

Read	Reflection as Feedback	
Watch	Using Reflection to Support a Writer's Growth	
Reflect and Create	Writer-Centered Feedback	
Discuss	Building in Time for Reflection	
Explore	Building Confidence Through Reflection	
Quiz	Reflecting for Learning—Part I	Graded
Reflect	Reflecting for Learning—Part I	
Update Your Portfolio	Reflecting for Learning—Part I	

Module 11



Reflecting for Learning—Part II

After completing this module, you will be able to

- apply strategies to encourage students to learn and improve from self-reflection, and
- support students in using a variety of self-reflection tools and how to use reflection as celebration.

3.5 hrs
Typical time to complete

Read	Writer-Centered Feedback	
Watch	Then and Now	

Reflect or Observe and Evaluate	Reflection Practice	
Discuss	Practical Strategies for Reflection	
Dialogue	Practical Writer-Centered Reflection	
Quiz	Reflecting for Learning—Part II	Graded
Reflect	Reflecting for Learning—Part II	
Update Your Portfolio	Reflecting for Learning—Part II	
Course Capstone		
Final Project	Feedback to Move Writers Forward	Submit for grading
Final Exam	Feedback to Move Writers Forward	Graded
Final Reflect	Feedback to Move Writers Forward	
Update Your Portfolio	Feedback to Move Writers Forward	

InTASC Standards Alignment

Our courses have been aligned to the InTASC Model Core Teaching Standards that outline what all teachers across all content and grade levels should know and be able to do to be effective in today's learning contexts. You can also view alignment to other popular frameworks [here](#).

Standard	Modules
Standard 1: Learner Development	1, 2, 4, 7
Standard 2: Learning Differences	3, 6, 7, 11
Standard 3: Learning Environments	3, 8
Standard 4: Content Knowledge	2, 8, 9
Standard 5: Application of Content	4, 10
Standard 6: Assessment	1, 9, 10
Standard 7: Planning for Instruction	5, 6
Standard 8: Instructional Strategies	5, 11

Course Policies

Grading Policy and Rubric

Component(s)	Percentage of Final Grade
Final Project	40%
Final Exam	20%
Module Projects	30%
Module Quizzes	10%