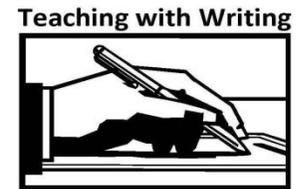


Teaching with Writing (TWW) Tip

Assigning Revision Memos



Rationale: When we comment on student writing, we may assume that students will apply our comments to the writing and revision of future texts. Students, however, may interpret comments as justification for grades on specific assignments, which are now happily in the past. Close the feedback loop and reinforce students' self-assessment abilities by asking students to write a revision memo (Nicol & Macfarlane-Dick, 2006).

One sample of a revision memo assignment:

Context, purpose, and audience

- This assignment provides students with an opportunity to respond effectively to peer and instructor feedback, to hone self-evaluation and analysis skills, and to demonstrate ability to adapt writing strategies and practices (Burdine & Fulton, 2008). The instructor is the primary audience.

Format and assessment criteria

- Organize the document in standard, single-spaced memo format.
- The memo should be approximately one full page, and no more than two pages long.
- The substance of the memo should accomplish the following (Flash, 2012):
 - Summarize (in your own words) the peer and instructor feedback you received on an initial draft.
 - Identify and explain how you have used this feedback to make *substantive* revisions to the first draft.
 - Evaluate the major strengths and limitations of the revised draft and/or ask for specific, targeted feedback.
- The memo is worth a portion of the final paper's grade. The memo will be assessed for clarity, concision, and completeness. The instructor will use the revision memo to assess the final paper.

Due date

- Attach the revision memo to the final draft of your paper, and retain a copy for your files. Both documents are due at the last class meeting.

Learn more:

- Bardine, B.A., & Fulton, A. (2008). Analyzing the benefits of revision memos during the writing and revision process. *The Clearing House: A Journal of Educational Strategies, Issues, and Ideas*, 81(4), 149-154. Available at <http://www.tandfonline.com/doi/pdf/10.3200/TCHS.81.4.149-154>
- Flash, P. (2012). Assigning revision memos. Available at <http://writing.umn.edu/tww/responding/memo.html>
- Gocsik, K. (2004). Revision: Cultivating a critical eye. Available at http://www.dartmouth.edu/~writing/materials/student/ac_paper/revise.shtml
- Nicol, D.J., & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education*, 31(2), 199-218. Available at http://www.reap.ac.uk/reap/public/papers/DN_SHE_Final.pdf

Questions? Visit us online at <http://writing.umn.edu/tww/index.html>

See attachment for a PDF version of this tip; PDF version may also be accessed at <http://writing.umn.edu/tww/resources.html#tips>

Further support: To request a phone, email, or face-to-face teaching consultation with a member of the WAC team, use this link: <http://z.umn.edu/twwconsultation>.

Our purpose is to provide practical strategies for teaching with writing. Our goal: to offer timely and pragmatic support to faculty members and instructors who teach with writing in undergraduate and graduate courses in all disciplinary areas.