

# 5 Tips toward Great Writing Instruction

Dr. Steven J. Corbett | Director, University Writing Center  
[steven.corbett@tamuk.edu](mailto:steven.corbett@tamuk.edu)

- #5** Scaffold Shorter (Low-Stakes) Assignments that Build into Bigger (Higher-Stakes) Ones  
Consider designing a sequence or series of smaller 1- <http://www.tamuk.edu/writingcenter>

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- #3** Consider Conducting Small-Group Sessions to Provide Feedback.

- #2** When Commenting on Student Writing Always Start with Higher-Order Concerns (HOCs); Then in Later Drafts Cover Later-Order Concerns (LOCs).  
This is especially important for peer review considerations. Make sure and have students (and yourself) commenting on more global issues like claim/purpose, evidence, function of the text parts (intro, body, conclusion), evidence (HOCs). In later drafts you can turn to spelling, syntax and typos (LOCs).

- #1** Consider Using a "Grading Contract" (along with Student Self-Assessment) System.  
For example, you could offer a "GUARANTEED B" to students on the writing components of the course. This would, importantly and by necessity, entail some thoughtful conditions, which might include:
1. Attending class regularly.
  2. Meeting due dates and writing criteria for ALL writing assignments.
  3. Participating in all in-class activities and exercises.
  4. Giving thoughtful peer feedback during class workshops and working faithfully with your group on other collaborative tasks (for example, sharing papers, commenting on drafts).
  5. Sustaining effort and investment on each draft of all papers. n(and home group members) to discuss drafts

(adapted from Danielewicz and Elbow "A Unilateral