Writing MENTOR PROGRAM

Writing Mentors and Feedback Memos

Writing Mentors are consultants embedded into upper division writing intensive courses. Writing Mentors work with every student in the course by acting as facilitators for good writing. They offer suggestions for revision and discuss strategies that will enable students to communicate their thoughts and ideas for course assignments more effectively. Over the next few weeks, we will share some ideas on what writing mentors can do in your classroom.

So, what activities can a writing mentor bring to your class?

Feedback Memos

Feedback memos are short (1 page) documents that students write after they’ve met or worked online with a writing mentor. In the feedback memo, students (1) detail the feedback they received from the writing mentor, (2) detail the suggestions they decided to integrate into the paper, (3) detail the suggestions they decided not to integrate into the paper, and (4) explain their reasoning behind their choices.

Feedback memos allow you, as an instructor, to

- know what was discussed during the meetings between the writing mentor and individual students.
- know that students have read/heard the feedback.
- encourage meta-cognitive thinking (a QEP outcome).

Feedback memos help students to

- process feedback.
- assess feedback.
- explain how/why they incorporated feedback.

You can also use the feedback memo assignment for your own responses to student writing.

Interested in having a writing mentor for your Spring 2016 Writing Intensive Course? Apply here: https://ecu.az1.qualtrics.com/SE/?SID=SV_09EHjsk3liVOnw9

Applications due Friday, Nov. 6, 2015

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