CETL Teaching Tips presents
Using Revision Plans
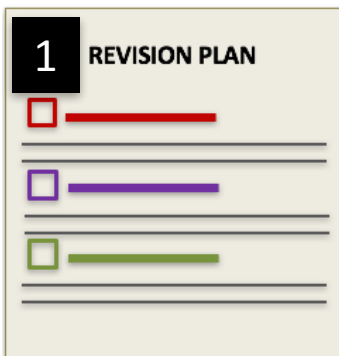## to Enhance Student Engagement with Instructor Feedback

Many students enter college with low self-perceptions about their writing skills. One way to make instructor feedback useful and meaningful to students is to create opportunities for conversation between student and instructor in advance of the revision stage. By combining instructor feedback with student-composed revision plans, instructors and students can participate in dialogic feedback that encourages both critical thinking and critical revision (Berzsenyi, 2001; Muldoon, 2009). Dialogic feedback diminishes students' misinterpretations of instructors' comments and gives students a better understanding of their writing and which skills to work on as they progress to the final written product.
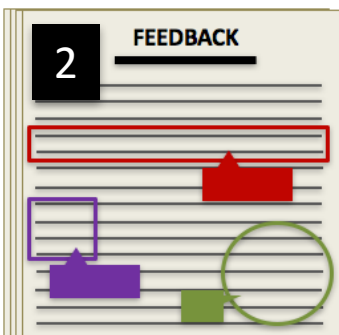
Step-by-Step Instructions

1. Once students have completed their drafts, have them fill out a revision plan targeting their top five issues/problems/concerns about the draft, their plan to solve the problems, and the rhetorical benefit of doing so
2. Instructors can use the revision plans to give students specific and focused feedback on their drafts, whether delivered orally or in writing
3. Students should be encouraged to further discuss instructors' comments, whether orally or in writing

This activity can simply instructor feedback by allowing the instructor to focus on students' concerns. It also encourages students' revision practices because they have developed a specific plan for revising that includes both global (i.e., organization, clarity of claim) and local (i.e., documentation, mechanics) revision targets.

This activity can be done in a variety of different courses that require written work from the students. This activity has accompanied drafts throughout the semester in several WRT 150 and WRT 160 courses. The number of students in these courses is capped at 22; however, the activity could be used with larger classes as well. It may be more beneficial in larger classes to offer the activity to students who are struggling with the written requirements in the course. For those teaching in other disciplines, the column regarding the rhetorical benefits of planned changes to the draft can be eliminated.

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Revision Plan

In the space below, write the issues that you have **selected** to focus on for your revisions. Make sure that you *prioritize* these issues, listing the most important problem first and the least important problem last. Next, indicate a specific plan for addressing this issue in the revision process. These issues should not be related to grammar or citation errors, as such issues can be addressed in the proofreading process. Remember, you might use this space to defend a particular strategy you intend to proceed with despite instructor feedback indicating otherwise. Finally, explain the rhetorical benefit of each revision step. How will the change further develop, for example, your ethos or your essay's purpose?

Priority	Selected Issue/Concern/Problem	My Plan	Rhetorical Benefit
1	Not discussing the opposing side to my argument.	I plan to write a brief argument for the opposing side, and see where I can fit that into my paper.	Logos: It will allow the reader to see the evident logic within my paper.
2	I am concerned that I did I not use enough quotes within my paper.	I plan to reread my essay and count how many quotes I used. If a paragraph does not have a quote I may add one to give more emphasis.	Logos/Pathos: If the quote is a personal quote then it would relate to pathos, but if I add another factual quote then it would relate to logos.
3	I used a real life example in this essay of a player who died, and whose brain was very damaged, maybe that was not a good idea?	I plan to reread the paragraph where I tried including a real life example regarding my topic. If it seems to drag the paper on, I will take it out of my essay.	Ethos/Logos: Keeping the example gives me credibility. Taking it out may shine more light on the logic of my essay.
4	I did not discuss my findings with my Google survey about football injuries, and I am debating if I should	I think that my essay flows very well as it is right now, if I reread it and something is missing, my plan is to add in my findings with my survey.	Ethos: Creating my own survey and discussing the findings would give me as a writer a lot of credibility in the readers' perspective.
5	Is my viewpoint on the topic stated clearly, and correctly in the right parts of the paper?	My plan is to have a family member read my essay and I will ask them what they think of my viewpoint, and if they thought it was properly explained in the essay.	Pathos: My viewpoint is trying to shift the readers' emotions, so that they may side with me on this controversial topic.