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artifact:
a comic essay about a revision of a revision assessment rubric for student writing

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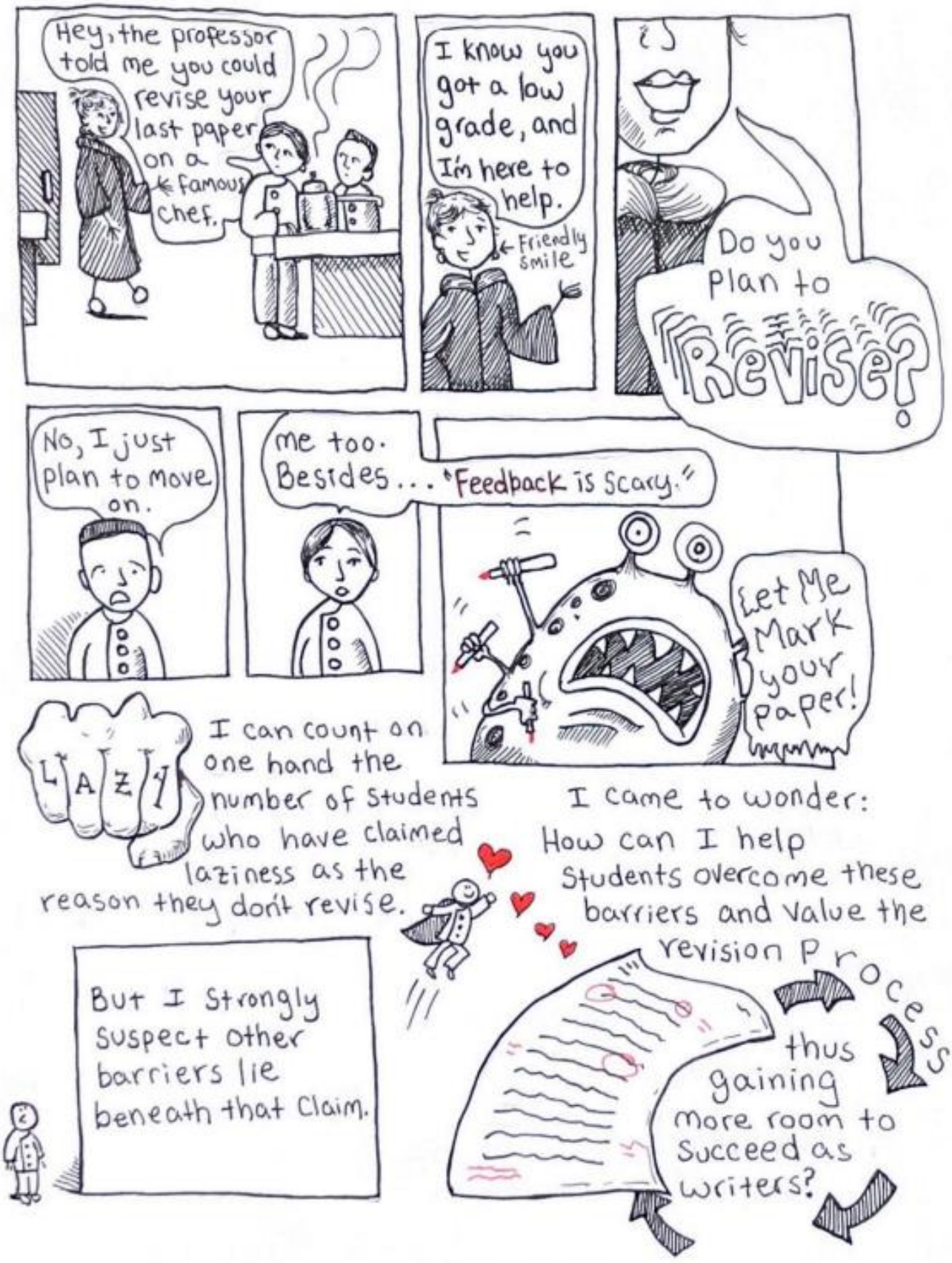
Abstract

Many scholars have examined the ecosystem of the writing process in pursuit of more effective composition pedagogies over the past forty years. Of current interest are ways of applying community-centered, participatory approaches to the assessment and revision stages of writing as a non-linear process, uniquely traversed by each individual within a larger discourse community. Several recent studies have demonstrated that this kind of approach to revision and assessment increases students' confidence as writers and their value for revision in particular as a discrete part of the writing process. However, despite these findings both past and present, revision continues to be taught as an afterthought at the end of the writing process, and many students lack confidence to both produce and engage meaningful feedback that leads to better revision work, and, eventually, better writing. The content of this comic essay is a metacognitive journey about my revising of an assessment rubric of revision work performed in an advanced writing course for English speakers of other languages (ESOL) at the community college level. It reviews and integrates what scholarship has taught us about revision and assessment starting with foundational writing process theories and ending in their relationship to current social justice pedagogies in composition courses that seek to empower students by involving them in the assessment cycle. Along the way, I reflect on ways I have practically applied these theories in my own classroom, and in the process, share what was learned, reinforcing what the literature up to now has stated: allowing more time and space to teach and practice revision, providing regular assessment of feedback throughout the writing process, and designing assessment in collaboration with students to assess revision, can enrich students' value for revision and confidence as writers.

Hello! I'm glad you're here to learn about my pedagogical artifact: an assessment of revision.
But first...
... my inspiration for this comic
I have long suspected that a number of college students don't act on, read, or even understand
Essay
Feedback
TLDR
Over the years, I've begun to question why.
So... um... did u get a chance to read my feedback?
I didn't have time.
I couldn't find it.
I thought the grade was it!
As revision is a vital part of the writing process
Final Draft
this is a Problem.
Draft 5
Draft 2.5
Draft 2.75
Draft 3
Draft 2
Draft 1
Draft 4
Ideas
Outside voices
peer review
Teacher feedback
And the problem is not limited to Composition Studies.


Hey, the professor told me you could revise your last paper on a famous chef.
I know you got a low grade, and I'm here to help.
Friendly smile
Do you plan to Revise?
No, I just plan to move on.
me too. Besides... "Feedback is Scary."
Let Me Mark your paper!
L A Z Y
I can count on one hand the number of students who have claimed laziness as the reason they don't revise.
I came to wonder: How can I help students overcome these barriers and value the revision process thus gaining more room to succeed as writers?
But I strongly suspect other barriers lie beneath that Claim.

Assessment creates value in classrooms.
yay!
Next Level
Excellent
This comic is about my metacognitive journey to unearth a pedagogical artifact:
an assessment rubric of revision
as a discrete part of the writing process
Along the journey, I found that:
Revision Land
time and space to teach and practice revision
Providing regular assessment of peer feedback
designing rubrics in collaboration with students to assess revision
... can enrich students' value for revision and confidence as writers.
No!

Pedagogical Artifact

Wouldn't it make sense to review process first?

Drafts/Process This portfolio....	2	1	-
15. was submitted with one or more peer reviewed drafts for each writing project			
16. was submitted with response sheet or in-text responses to at least one partner's clear and actional feedback for each writing project			
17. shows evidence of careful proofreading and attention to at least one colleague's clear and actional feedback for each writing project			
18. includes one or more pages of self-reflection and evaluation in-text or in a cover letter about the particular genres of the writing chosen			

Do I want students to fill this in?

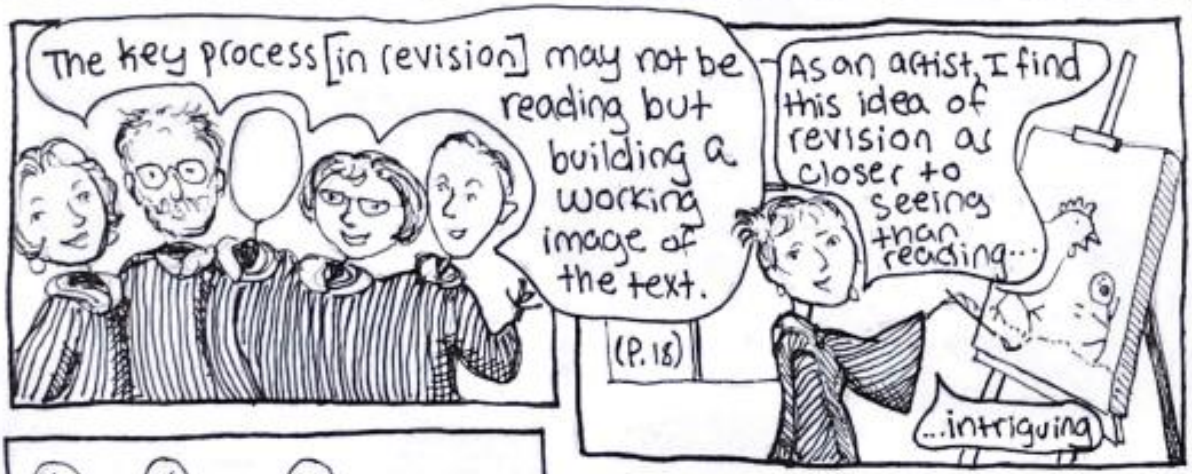
Not part of my artifact

I'll share my revision process of the part of my original rubric that assessed the students' revision process for a writing portfolio in an advanced ESOL* writing course at the at the community college level.

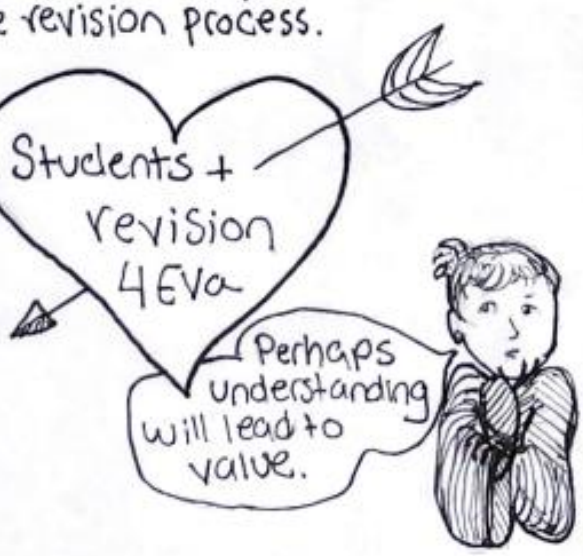
*English Speakers of Other Languages

Draft 1
Draft 2
The revision conversation seems to have gained steam in the 1980s.
Don't worry, No butterfly was harmed.
Planning
Organizing
Goal setting
Translating
Evaluating
Revising
I began by examining the nature of the revision process itself.
Researchers wanted to pinpoint observable strategies that mature writers use in revision to help teachers teach and assess revision as part of the writing process.
Hmmm... that's exactly what I want my rubric to achieve.
Hello! We're Linda Flower, John Hayes, Linda Carey*, Karen Schriver and John Hayes.
Hi! I'm Nancy Sommers.
And I'm Kenneth Bruffee
1980
1986
1980
These researchers' theories form the bedrock of values underlying current studies, theories, and best practices today.
* author was unable to find images of Linda F. Carey for purposes of illustration

Sommers study begins with a critique.
Planning
organizing
Goal setting
translating
evaluating
Revising
...the linear models [of the writing process] reduce revision ...to no more than an afterthought.
(P. 397)
...Writing appears to be more like a seed than a line.
(P. 386)
A seed does not grow linearly, at the same rate, or in an orderly fashion.
Sommers found in her study that mature writers had a better sense of their writing as a whole as well as in detail.
They better understood the recursive nature of revision, seeing their writing from many angles.
[When students are taught to see and re-see their writing this way
they will revise more successfully.]



This is another useful metaphor I can use to help students understand the revision process.



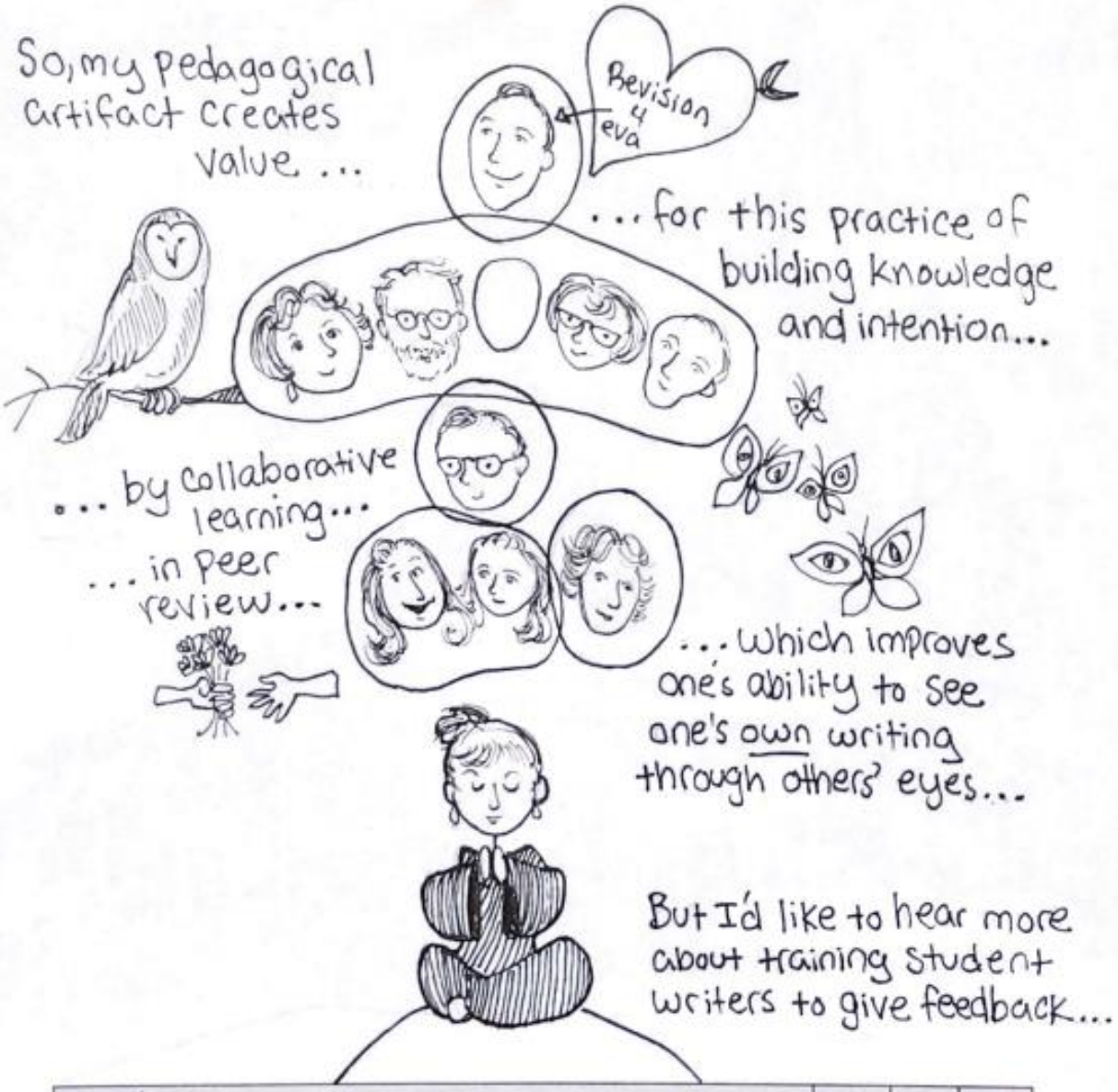
Being experts in cognitive Process Theory, Flower et al. (1986) wrote in more detail about the process of revision. They found mature writers have two important revision qualities.
Knowledge
Intention
1.
2.
A revisor's intention is defined in two parts: a sense of what is being asked and a plan for how to accomplish it.
Let's move into ardha Chandrasana.
Ardha Chandrasana = Half Moon
1. Engage core
2. Push off back foot
3. Arch back
4. Lengthen torso
5. Don't Panic
Half Moon

Providing steps to leverage both knowledge and intention in revision, Flower et al. present this useful heuristic based on their research.
Knowledge
[1. Detect problems in a text.
2. Diagnose those problems
3. Select a strategy to solve the problems.]
Intention
Detect.
man eating chicken.
Diagnose
man eating Chi
Select
man-eating chicken
For my artifact to work, I need to give students space to practice building the skills for each part of the revision process.
Criteria
1
2
3
It's only fair I give them space and time.
Since I'm evaluating them on their abilities to participate in this process.

So I have begun to take more time throughout the semester to teach revision and where it fits in...
The writing process
Syllabus
Most assignments can be revised for a better grade ☆ within a time students and I negotiate.
I've also given students more space to revise.
A colleague
But isn't all that re-grading overwhelming?
It's not bad actually... Not everyone revises. And since time is negotiated, students take it more seriously.
I have found that these two practices have normalized revision as part of the writing process rather than a punishment for "failed" writing.
This is ok.
BUT can they participate in the revision process effectively?
RAWR!

Writing is not an inherently private act but a displaced social act we perform in private for the sake of convenience
peer review makes the social nature of writing...
one of the most valuable ways to practice re-seeing or revision is in peer review.
(Bruffee, 1980, p.745)
...visible.
Building knowledge and intention collaboratively, we can explore many kinds of writing and make room for more voices.
Why did you put that flower there?
whew!
[Students will value the process more because they are empowered to participate in it.] (Scott + Inoue 2016)
[The teacher is decentered as the only voice of instruction too!]
But does peer review lead to better writing?

To test for a correlation between peer review and improved writing, Lundstrom and Baker (2009) conducted the following study.
Read, give no feedback
Read, give feedback
Interesting
Kristi Lundstrom
Wendy Baker
[We found it was better for low-level L2 writers to give feedback, especially on global errors than to recieve feedback.]
Giving feedback helps me revise my own writing!
Thanks!
...The evidence from my research suggests that it is not that students are unwilling to revise, but rather they do what they have been taught to do in a consistently narrow and predictable way. (p. 383).
So, Student writers need to be trained to evaluate others' writing in a less linear fashion in order to see their writing through others' eyes?
Exactly!



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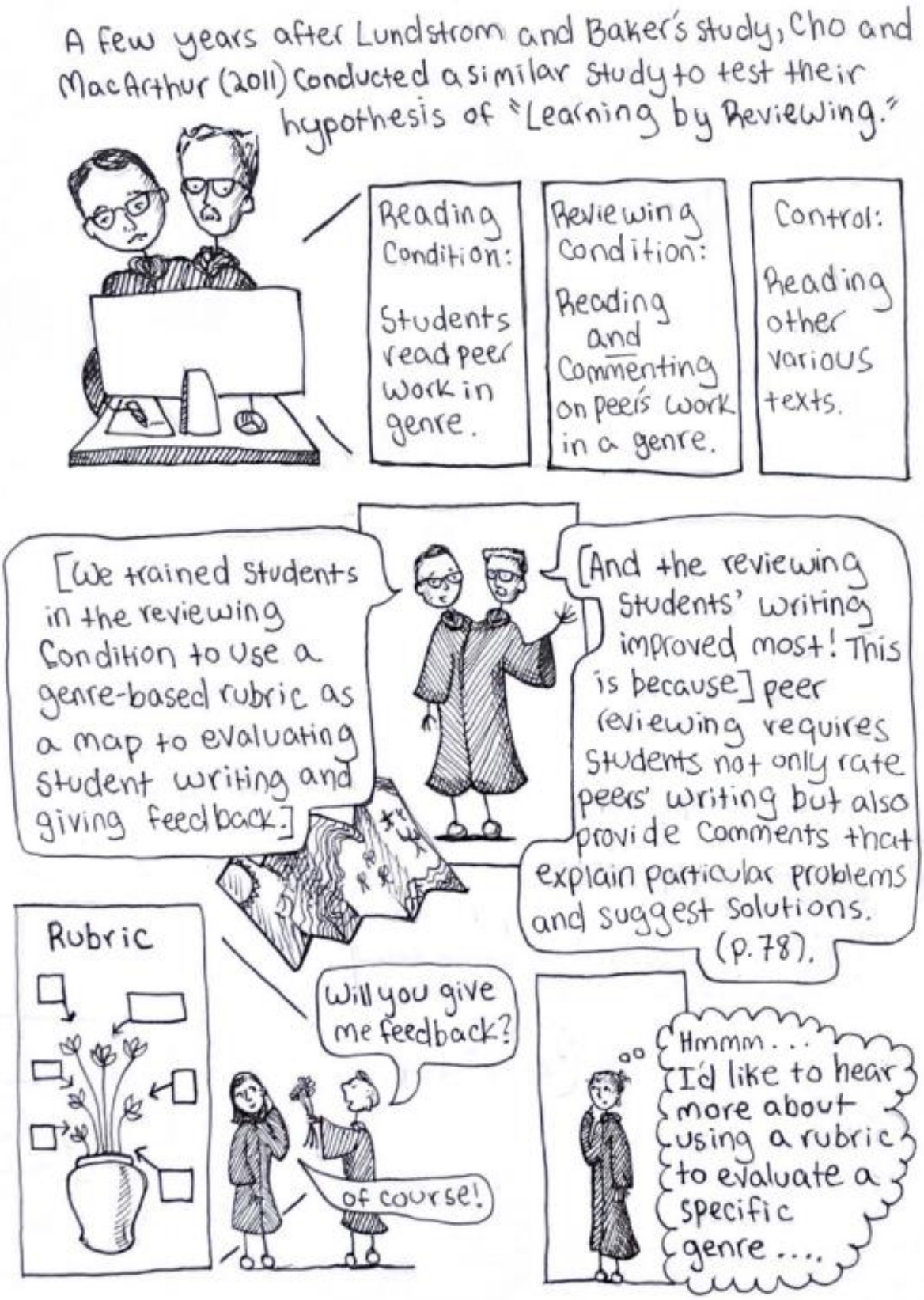
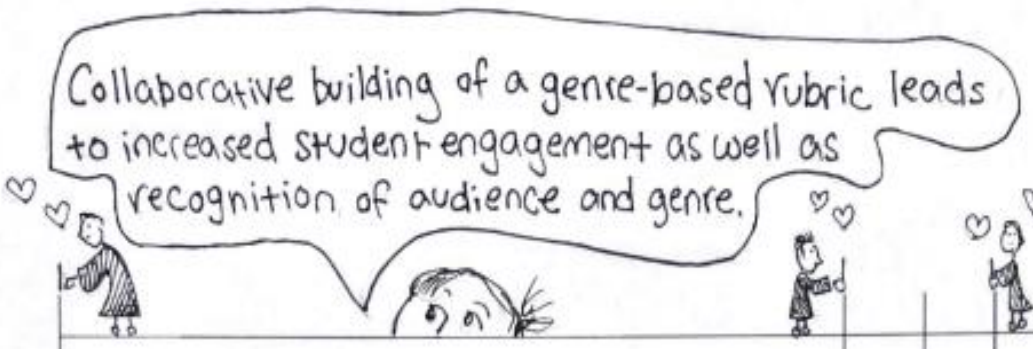
...so I can more fairly assess them.


A few years after Lundstrom and Baker's study, Cho and MacArthur (2011) conducted a similar study to test their hypothesis of "Learning by Reviewing."
Reading Condition: Students read peer work in genre.
Reviewing Condition: Reading and Commenting on peers work in a genre.
Control: Reading other various texts.
[We trained students in the reviewing Condition to use a genre-based rubric as a map to evaluating student writing and giving feedback.]
[And the reviewing students' writing improved most! This is because] peer reviewing requires students not only rate peers' writing but also provide comments that explain particular problems and suggest solutions. (p. 78).
Rubric
Will you give me feedback?
of course!
Hmmm... I'd like to hear more about using a rubric to evaluate a specific genre....

There are many definitions of what a genre is.
[I think genre can be defined as a specific form of discourse within a specific context with specific rhetorical choices] Parfitt, 2012.
parfitt
Elizabeth
[We define genre more specifically as] types of writing that have a specific
organizational
structure.
Philippakos
Zoi
Charles A. MacArthur
Philippakos + MacArthur (2016)
[We both affirm the need for specific instruction in genre helps student writers give successful feedback in peer review]
ouch!
(2017)
Beg
Mid
end.
[I worked collaboratively with students to build rubrics evaluating genre elements.]
Later
your flower is missing some teeth?
I wonder if mine is missing teeth too?
Results:
Genre Knowledge + rubric = Better Writing (Philippakos, 2017).

I've been taking time to teach peer review using genre rubrics in my advanced ESOL writing classes. There have been interesting takeaways.
Not too close...
See the parts of good feedback?
This resembles our heuristic
Good Feedback
Describe
Evaluate
Suggest
(ELI Review)
Rubric
Doesn't bite!
I was surprised by the extent students don't know what a rubric is...
We don't use these in my country.
I've been out of school so long, I don't remember this.
Rubric
...or how to use one.
More space and time has been necessary than I thought to build knowledge of this assessment and teaching tool.
And time to practice too.
But it is worth it.
Understanding how to use a rubric empowers students to give better feedback and...
If I were the teacher...
...to value each others feedback more. because I give them feedback on their feedback so they can grow.
I also get valuable data on what students have learned.
Since simply teaching what rubrics are is so tough, good luck
Writing them Collaboratively!
Ha!



Drafts/Process **This portfolio....**	**2**	**1**	**0**
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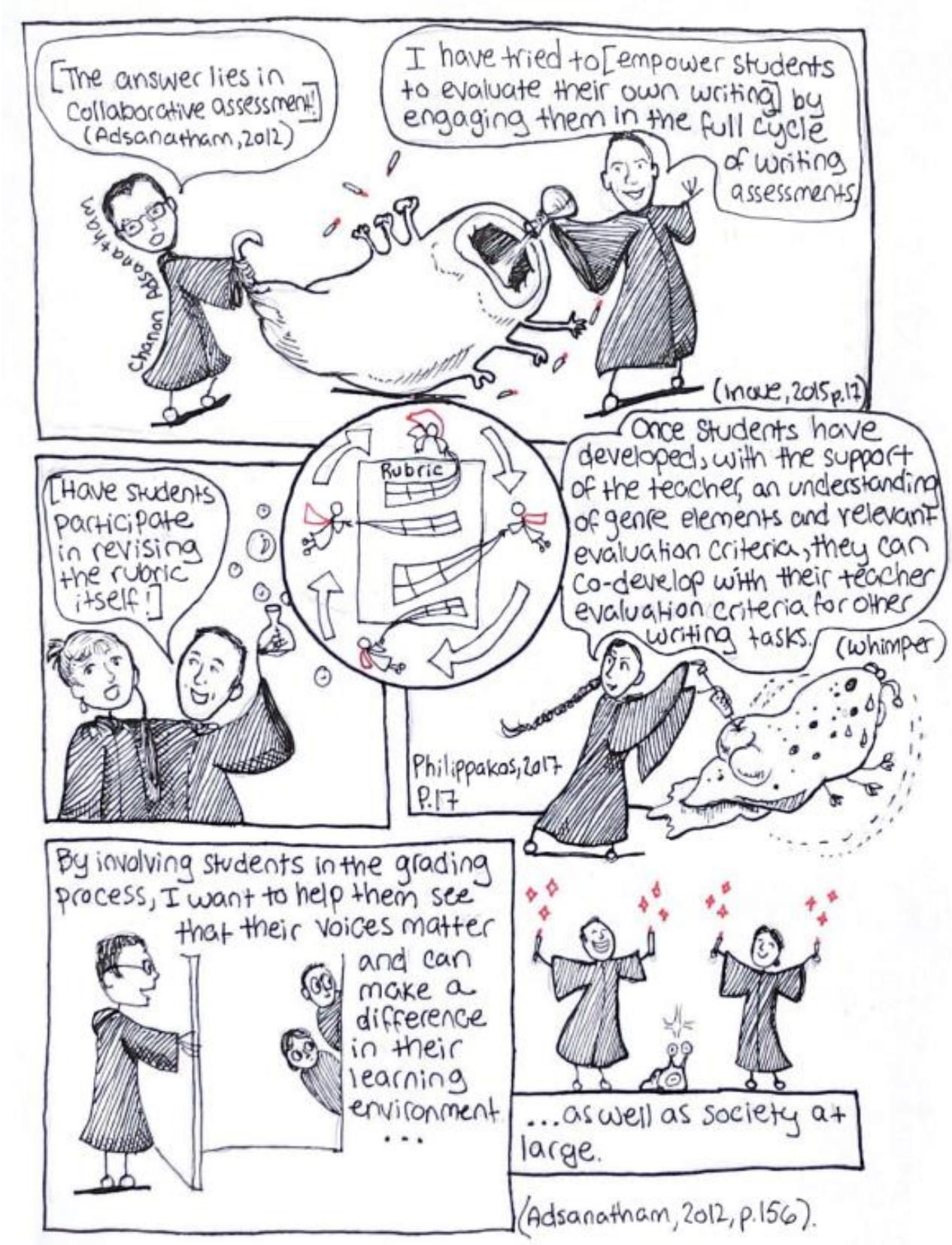
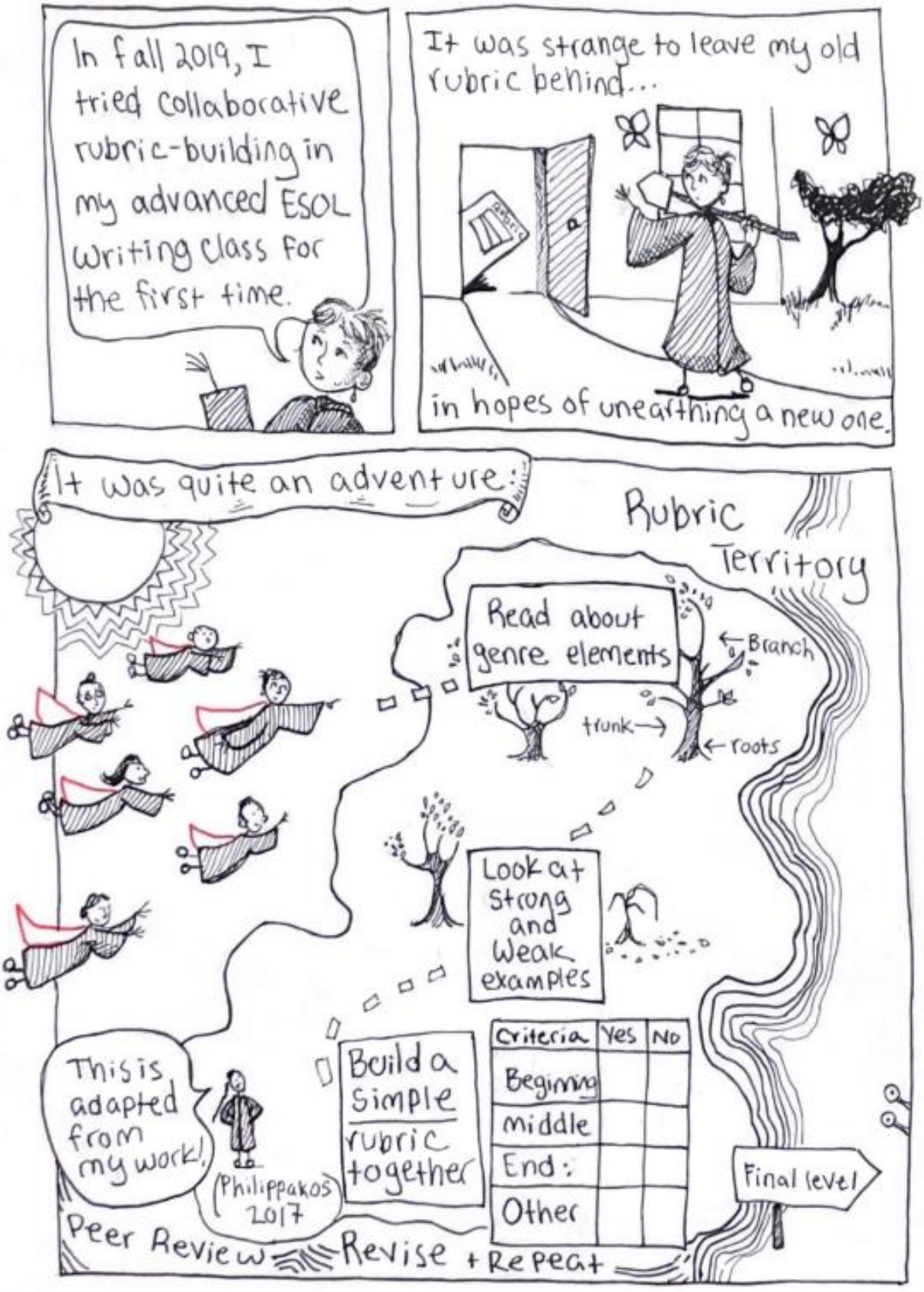
part of whole essay assessment

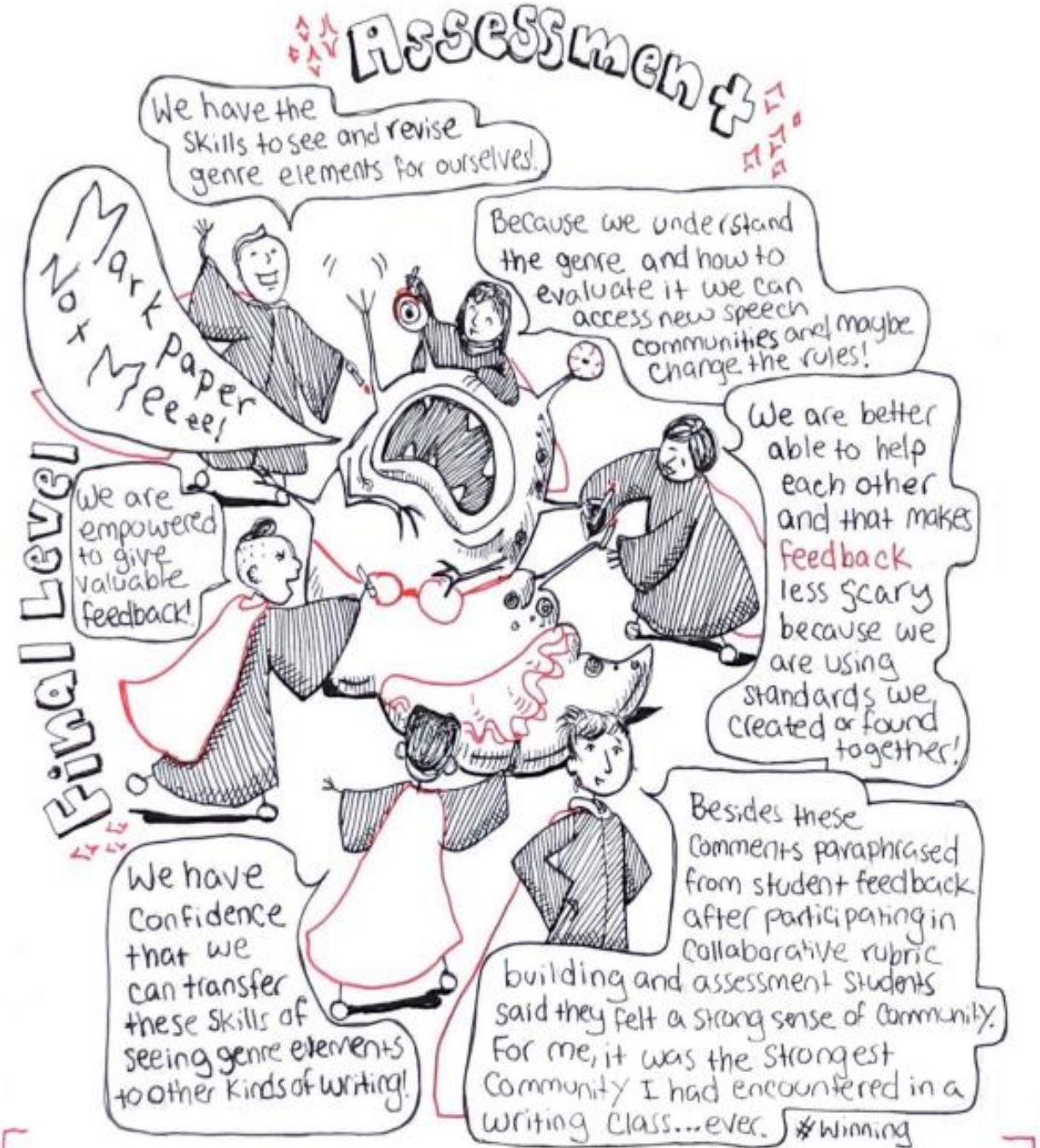
Is this harsh? Should 0 be on the rubric?

Still hate I want ss to fill this in

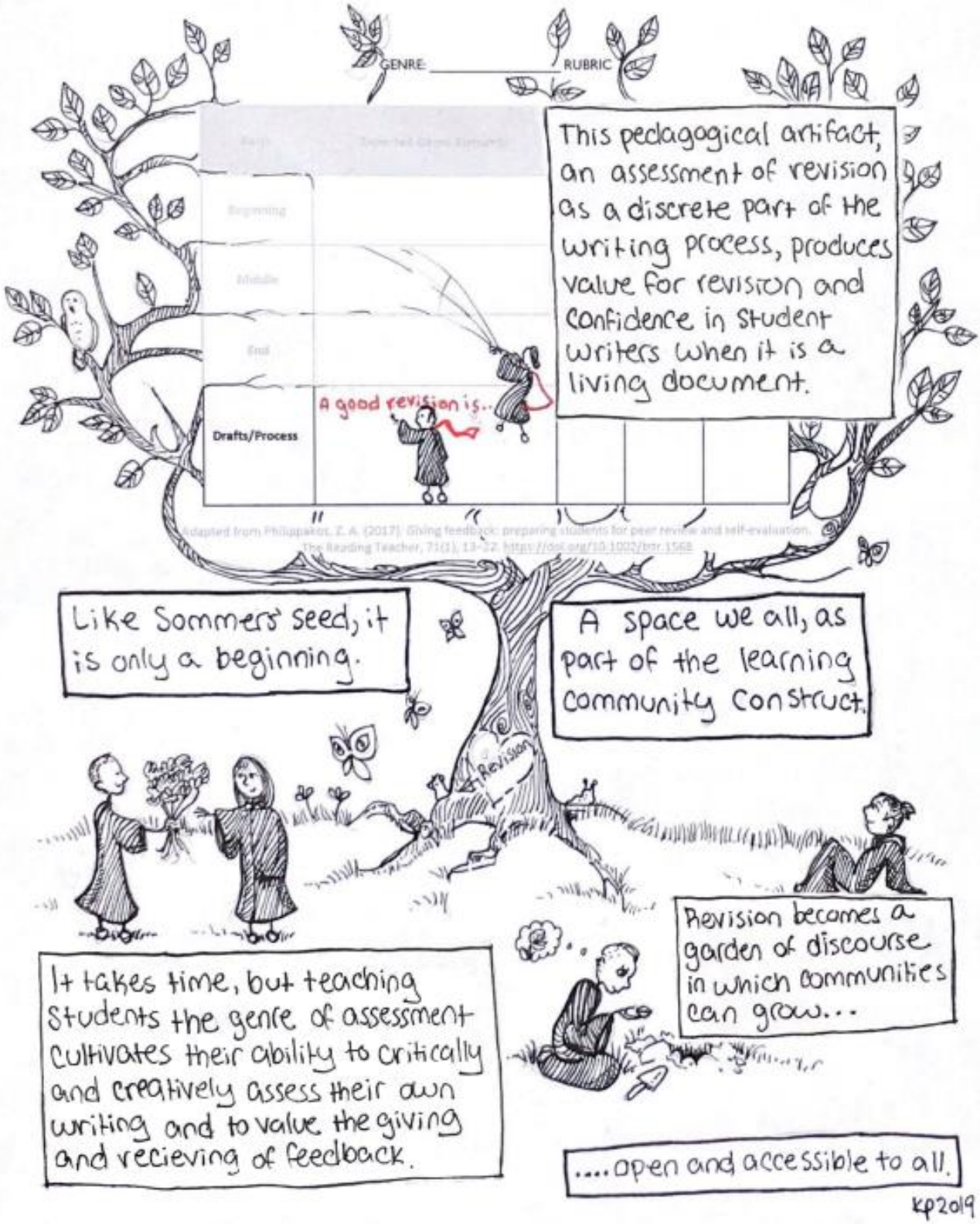
?


[The answer lies in collaborative assessment!] (Adsanatham, 2012)
I have tried to [empower students to evaluate their own writing] by engaging them in the full cycle of writing assessments.
Adsanatham
(Inoue, 2015 p.12)
Rubric
[Have students participate in revising the rubric itself!]
Once students have developed, with the support of the teacher, an understanding of genre elements and relevant evaluation criteria, they can co-develop with their teacher evaluation criteria for other writing tasks.
(whimper)
Philippakos, 2017 P.17
By involving students in the grading process, I want to help them see that their voices matter and can make a difference in their learning environment...
...as well as society at large.
(Adsanatham, 2012, p.156).


In fall 2019, I tried collaborative rubric-building in my advanced ESOL writing class for the first time.
It was strange to leave my old rubric behind...
in hopes of unearthing a new one.
It was quite an adventure:
Rubric Territory
Read about genre elements
Branch
trunk
roots
Look at strong and weak examples
Criteria
Yes
No
Beginning
middle
End:
Other
Build a simple rubric together
This is adapted from my work!
(Philippakos 2017)
Final level
Peer Review
Revise + Repeat



The pedagogical artifact we unearthed led to stronger feedback, increased value for revision, and more confident writers. I hope future efforts assessing revision this way will demonstrate significantly stronger finished writing too.


GENRE: _____ RUBRIC
This pedagogical artifact, an assessment of revision as a discrete part of the writing process, produces value for revision and confidence in student writers when it is a living document.
Beginning
Middle
End
Drafts/Process
A good revision is...
Adapted from Philippakos, Z. A. (2017). Giving feedback: preparing students for peer review and self-evaluation. The Reading Teacher, 71(1), 13–22. https://doi.org/10.1002/trtr.1568
Like Sommers' seed, it is only a beginning.
A space we all, as part of the learning community construct.
Revision
Revision becomes a garden of discourse in which communities can grow...
It takes time, but teaching students the genre of assessment cultivates their ability to critically and creatively assess their own writing and to value the giving and recieving of feedback.
....open and accessible to all.
kp2019

Acknowledgements

It has been a liberating experience to find my voice in comics, and I would like to gratefully acknowledge those who have supported the development of this particular comic: Rich Shivener for such useful critical and encouraging feedback on my first draft, and Franny Howes, most especially for commenting on the connection I was hoping would be clear between the linework left visible below the ink and topic of the piece. Finally, to Bridget Gelms, who has supported me the entire journey and whose own pedagogical approach to teaching multimodality in the writing process at last gave me the room I needed to begin this comic in the first place.

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