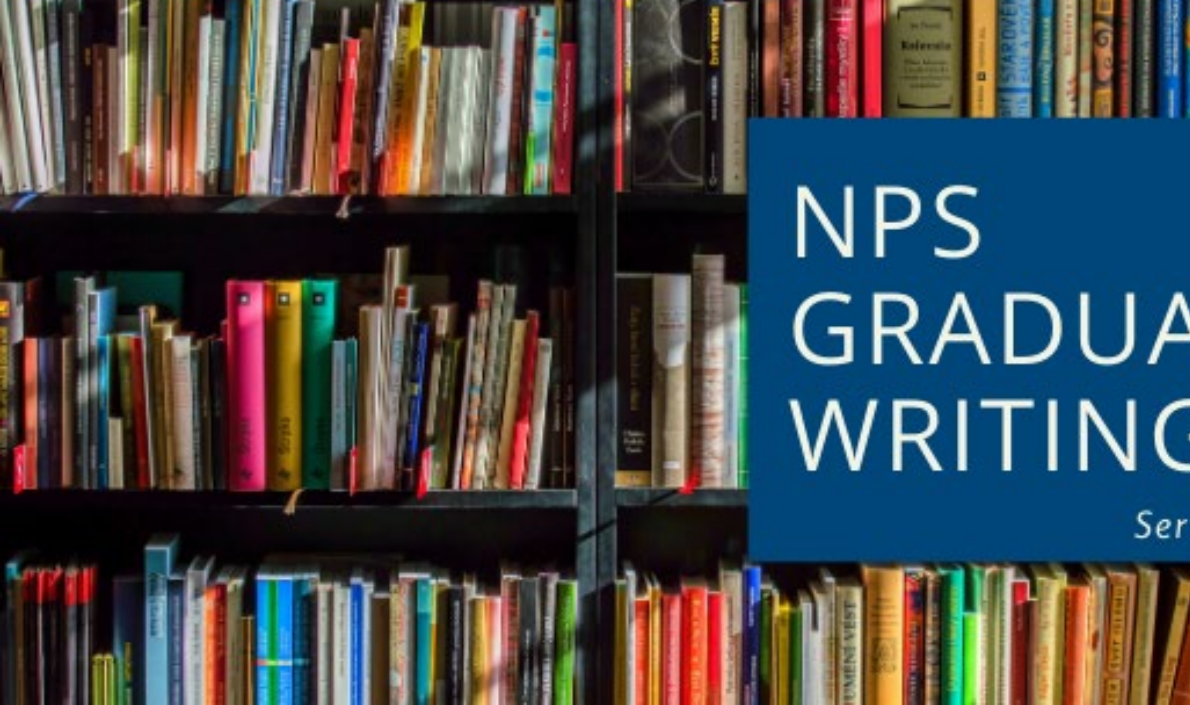


**Praise, Question, Wish:
Making Writing Feedback Matter**



NPS GRADUATE WRITING CENTER



Serving all of your writing needs since 2013

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Graduate Writing Center
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The views expressed are those of the author and do not reflect the official policy or position of the US Navy, Department of Defense, or the US Government.



NPS students are mid-career military officers or civilian government professionals. Ambitious and dedicated, they are on very tight schedules. Most write master's theses; 10% are international.

Breakout 1—Discuss:

- What do you value about *getting* feedback on your own writing?
- What do you value about *giving* feedback on student writing?

(10 minutes)

When?

Why?

**What will the
writer do next?**

Planning to give feedback?

Think about your personal pain points and choose a **few specific actions** to improve outcomes for you *and* for your students.

Praise

Question

Wish

Breakout 2—Collaborate:

- Using the sample student paper, work with your group to decide what you could **praise, question, and wish**.
- Write your comments down & be ready to share.

15 minutes

Breakout 3—Apply:

- How can you **customize** this model for your students/your discipline?
- Where could you first try it out, in a limited way?
- Experiment with your own student paper or spend a few minutes writing your thoughts.
- Share with your group.

(15 minutes)

Resources:

NPS Graduate Writing Center Resources Pages

<https://nps.edu/web/gwc/resources>

“Praising, Questioning, Wishing: An Approach to Responding to Writing” by Brian Slusher

<https://archive.nwp.org/cs/public/print/resource/2868>

Responding to Student Writing, Harvard Writing Project

<https://writingproject.fas.harvard.edu/pages/responding-student-writing>

Sommers, Nancy. “Responding to Student Writing,” *College Composition and Communication*. Vol. 33, No. 2 (May, 1982), pp. 148-156

<https://www.jstor.org/stable/357622>