

APPENDIX II-P: HONORS WRITING FELLOWS PROGRAM – SAMPLED EVALUATIVE COMMENTS

Student Comments about the Program (Overall)

I was apprehensive about the program at first, but now I wish I had a Fellow in every class. It helps you write your papers earlier so you aren't so rushed in the end, and it was nice to have an editor.

I think this was a great opportunity for both the Fellow and for us.

I think this is a really good idea. No matter how good a person believes themselves to be at writing a paper, it is always beneficial to have an outside perspective—thank you.

Unfortunately, this was another program on campus that I hadn't even heard of. As an involved junior/senior on campus, that's frustrating and sad because the program was really great for me, despite initial reservations.

This is a good process—it keeps you honest.

I would like this program in all classes.

My fellow got me “pumped” for writing the essay.

It was a great program for me. I'm a poor writer and no one wants to help me revise. I learned a lot of tips also and would never do as well without outside help.

Faculty Comments

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The Writing Fellows did an admirable job of pressing students to focus and develop their ideas. Reading over their comments, I was continually impressed with their ability to clearly perceive and articulate the central issues, limitations, and problems with student drafts. (English)

I appreciate the attention that the Fellows give to each of my students and their individual concerns. They have attended to students in ways I never could, given the class size and my other responsibilities. (Dance)

The papers were definitely better [than those submitted by comparable class I've taught] . . . The greatest improvement was in organization and logical development of argument. There was also improvement in use of evidence and syntax . . . I would be absolutely willing to have a Writing Fellow in a subsequent semester. (History)

My Fellows did a wonderful job helping the students clarify and sharpen their arguments as well as clean up their grammar and spelling. I appreciate the help, and I am sure most of the students do, too. (Geography)

My Fellows all gave such an organized committed effort to this. I was very impressed by their determination to do this right . . . The papers I received were structured better, have far fewer grammatical errors, and contain better arguments. (Classics)

[The Fellows assigned to my class] were clearly very well trained. (Anthropology)

I was impressed with how closely the Fellows read my students' drafts and how clear, direct, and concise their letters to each student (recapping their comments) were. (Women's Studies)

[R]elative to other semesters of this same class . . . I do think these papers were better. Particularly looking from drafts to final versions, the improvements in organization and expression were sometimes dramatic. (Art and Art History)

In general papers were better organized [than papers in previous classes taught]. Evidence of scrutiny of word choices and continuity of theme were more obvious. Overall, papers presented stronger arguments. (African American Studies)

[Compared to previous semester I noticed] clarity of organization, improved use of punctuation, better overall flow of ideas, transitions, focus of themes/topics, consistency. (Literature, Science and the Arts)

I was very fortunate to have two wonderful Writing Fellows. (Leisure Studies)

[My Writing Fellows] were all excellent. (I'd like to hire each of them to work in my lab!!). (Geoscience)

Students' Written Comments

The written comments helped me expand and clarify my argument throughout my paper.

The written comments helped me find my focus.

The comments helped to combine arguments and ideas, to give the most clear interpretation I could of the works. They also helped to weed out anything that was unnecessary in the thesis.

The comments focused me more on the topic of my paper so I didn't stray and helped me with my word choice.

It's good to get a second opinion—she pointed out mistakes or made suggestions about things I had missed.

The Fellow helped me with problems that I had not only in this class but that I could improve on in other papers in other classes.

She gave me ideas and leeway while still allowing me to create the paper on my own.

She made me think more about what it is I wanted from my paper.

Just having a reader's reflections on what was unclear and where things were missing from the argument was helpful.

The help on overall organization was superb.

The comments let me know my weak areas and helped me formulate questions for the conference.

The comments made me go back and rethink parts of my essay.

My Fellow gave excellent suggestions on how to fix problems, not just pointing problems out.

The written comments helped with my writing confidence level.

The comments made me explore each aspect of my paper more in depth.

They found things I hadn't even thought of.

The comments were engaged with my ideas—searching to understand my thoughts. They were encouraging and honest.

Student Comments about the Conferences

It was good to meet with my writing partner so she could explain the comments.

I found the reassurance helpful, plus the ability to openly discuss issues.

The face to face opportunity to ask questions was helpful.

It was a way for me to organize my thoughts while having someone there to help you along.

My Fellow was open to my ideas and where I wanted to take my paper while offering quality suggestions about keeping in mind an outsider's point of view. She asked questions to gain a better understanding of my goals and listened closely to my objectives.

My Fellow was very easy to talk to—really helpful with helping me make a better, more fluid paper. I found her help to be above my expectations.

In the conference, I could clarify my argument and work on better internal organization.

The Fellow gave me her opinion. One more pair of eyes on my paper is always better than none.

The conferences helped sort out a priority of information.

It helped to discuss and get a view of how another person reads and perceives the paper.

In the conference we could talk and see if the ideas I had to improve my paper were good.

She would ask questions about certain areas, and I would talk aloud about what I was trying to say. This provoked new ideas.

She helped me state things more clearly. She'd ask questions and then what I really wanted to put on paper finally came out. She helped me organize it better.

She was able to push me further in my writing process.

In the conferences we could discuss what I was trying to say compared to what she got from reading.

The conferences made me reread my paper a week later with a clearer head.

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The conferences gave me a chance to explain why I wrote something the way I did and hear why it was confusing and needed to be changed from the Fellow. This really helped me get a feel for what should be completely changed, what could be slightly revised, and what could be left alone.

What was helpful was that she made sure I directed where the conversation was going to ensure that all of my questions were answered.

What was helpful was that she was prepared with notes and we made an outline of the changes which could be made to improve the paper.