EVIDENCE-BASED FEEDBACK PRACTICES:

A CASE STUDY OF ENGLISH COMPOSITION 1 COURSES

AT A TENNESSEE COMMUNITY COLLEGE

A Capstone Project

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The Faculty of the School of Education and Human Development

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Doctor of Education

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by

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Abstract

While there is no "magic formula" for effective feedback (Sadler, 2010, p. 536), the goal of a professor's feedback is likely to promote students' growth and development in a learned skill (Mandouit & Hattie, 2023). Feedback can be defined as positive/constructive professor comments on students' submissions regarding progress, evaluation of skill demonstration, etc., and students' application of this commentary is helpful to proceed in the learning task (Dawson et al., 2019). Recently, at a community college in Tennessee (TNCC), the English department chair requested an investigation of professors' feedback practices. This study seeks to explore that request by inquiring about how full-time professors who teach Composition 1 at TNCC describe their feedback practices, how the professors think students perceive the feedback provided, how feedback is given, and what barriers the professors may identify to providing feedback. These inquiries, along with a review of the literature on feedback and use of theoretical and conceptual frameworks, provide structure for an exploratory qualitative case study. This study utilized document analysis of a sample essay, individual semi-structured interviews, and a focus group to collect data on feedback practices from four professors in TNCC's English department. The study concludes with synthesis of the data to reveal findings and recommendations.

Keywords: Feedback, feedback practices, Composition 1, writing, revision, rubric

Dedication

To Madison: May you also find something that brings you purpose, joy, and fulfillment.

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With sincere gratitude, I would like to acknowledge the people who supported me throughout this journey.

Madison, who would often tell me, “Go to your office to work on your paper, mama.” I love you more than anything.

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Chapter 1: Introduction

The Tennessee Higher Education Commission (THEC) reported that 214,476 students enrolled in community colleges and public universities across the state since the fall of 2023. The Tennessee Board of Regents (TBR) specified that 72,289 of these students, about 33%, attend community colleges, which is a 2.8% rise in enrollment since 2022 (THEC, 2023). Community colleges often tailor their efforts and curricula to help students with their transfer goals. Community college students' transfer goals typically fall under two categories: attending a four-year university or heading into the workforce. Students may aim to transfer their community college credits toward a four-year degree and/or transfer their learned skills directly into a paying job/career.

To that end, coherent writing is an essential skill for performance in either goal: further education or joining the workforce. Coyle (2010) and Perun (2015) assert that coherent writing is an essential skill for work performance and for success at four-year universities. Coyle adds that discipline-specific writing skills are also necessary to promote student success in their chosen career field. These writing skills are often taught in university and community college Composition 1 courses–like the ones Tennessee Community College (TNCC - a pseudonym) offers students. Depending on a student's major, Composition 1 and 2 may be the only higher education writing courses a student is required to complete.

TNCC is a semi-rural community college located in eastern Tennessee. Enrollment is 3,180 students (National Center for Educational Statistics, 2024), and every student who attends TNCC is required to take a Composition 1 course. During the 2022-23 academic year, 1,165 students graduated and transferred to a nearby four-year institution (TNCC Fact Book, 2024).At TNCC, Composition 1 is a seminal course, and its purpose is to focus on critical development of written communication skills and to provide additional knowledge about how to navigate the

college learning experience. Composition 1 is staffed through the English Department and is offered both in-person and online. Usually, about 25 sections are taught during the fall semester, and about 10 sections in the spring, with about 15 professors sharing this teaching load. All professors adhere to a shared syllabus and the expectations of the department's instructor guidelines (i.e., collective expectations for any modality of a Composition 1 course). As a result of the three, required essays, in addition to the smaller writing assignments students are expected to complete, TNCC English professors can spend an extraordinary amount of time giving feedback on submissions.

As a result, this Capstone project focuses on analysis of the feedback process–specifically within community college Composition 1 courses–and works to provide suggestions for best practices to ease feedback output and improve student uptake of feedback. The goals of this study revolve around understanding how TNCC faculty describe and experience their processes for giving students feedback, in relation to their colleagues' perceptions, in order to gain insights into barriers that faculty identify to providing feedback for students. Another goal of this study would be to identify professional development opportunities and suggestions for the departmental guidelines to support best practices and consistency with feedback. The following section provides more detail about the problem of practice informing this study.

Problem of Practice

The process of giving feedback through commentary on students' writing should take time as this can serve the purpose of directing potential revisions toward improvement and development of written products and writing skills overall (Deeley et al., 2019; Ryan et al., 2024). However, it is unclear exactly how and to what extent the TNCC English professors provide effective feedback for revisions and further writing skill development. Departmental data collection shows that "in the fall of 2023, 87.5% of Composition 1 students earned a C or better

on their research paper submissions" (D. Carmen [pseudonym], personal communication, August 20, 2024). While the benchmark for research essays (70% of students earning a C or higher) was met over the last few years, it dropped to 77% during the spring 2024 semester, and now the department chair is looking for avenues toward improvement (D. Carmen, personal communication, August 20, 2024).

Therefore, the problem of practice for this Capstone is situated in the context of concern from the TNCC English department chair as she has called for a deeper look at departmental feedback practices (D. Carmen, personal communication, November 15, 2024). Since providing feedback is essential to the development of writing, it is worth exploring if the feedback given by professors at TNCC is consistent in quality. Understanding how TNCC professors provide feedback will inform the findings of this study as well as recommendations to support improvements for professors and students alike.

Without clarity and deeper understanding of effective feedback practices, community college students at TNCC could lack the support they need to move forward with future goals. The TNCC English department chair established the evaluation of feedback practices as a priority among the full-time TNCC English professors, she said: "...We don't know exactly how instructors are providing feedback on essays, so the department is making that a point of focus going forward to inform shared practices and curriculum" (D. Carmen, personal communication, November 15, 2024). Since it is unclear how TNCC professors provide feedback, without a deeper dive into commentary on student submissions, the habitual concern about professors' inconsistencies while giving feedback will remain uncertain. Exploration into collective feedback practices could uncover patterns and knowledge to help inform shared curriculum redesigns and updated departmental expectations.

Specifically, the TNCC English department guidelines, provided to all Composition 1 professors, only state the following about feedback: “Instructor feedback should be offered to students at multiple points during the writing process” (D. Carmen, personal communication, August 20, 2024). The practices and instructional materials that the full-time professors at TNCC create set the tone for the collective philosophies, policy guidelines, and shared content/curriculum that are passed down through adjunct professors, too, and are used to direct students. Therefore, this area of focus–uncovering what professors do regarding feedback–became a source of natural focus for my problem of practice. As mentioned above, I am striving to use my Capstone project as a study to provide insight into professors’ feedback practices within the English department at TNCC–a bounded context due to the specificity of the site (community college) and participant pool (six full-time English professors).

This problem of practice is necessary to explore at TNCC because without a deeper knowledge of best feedback practices, community college students–many of whom already need additional writing support (Gamlem, 2015; McCulloch & Leonard, 2024)–may remain underserved. Additionally, research strongly suggests that feedback from professors can help build and improve students’ writing skills (Zimbardi et al., 2017). Based on the data analysis and findings of this study, I will offer recommendations and implementations as necessary to improve the TNCC English department’s shared resources. These resources are important because they will work to inform the 35+ sections of the required Composition 1 courses this department schedules each year. The experience a student has in Composition 1 can impact their long-term engagement with coursework: not only during the rest of their time at a community college, but also this experience can influence a student’s relationship with writing in their chosen career field and/or their persistence at a four-year institution.

Overall, this study explores how full-time TNCC English professors perceive and make sense of the feedback process in addition to how they navigate barriers to providing effective, valuable feedback. This study seeks to offer recommendations based on findings to promote consistent, best feedback practices among English faculty and within Composition 1 courses at TNCC. The following research questions will guide this study:

- RQ 1: How do TNCC faculty describe the feedback process as part of Composition 1 students' writing development?
- RQ 2: What are TNCC faculty perceptions of the feedback they provide on Composition 1 students' writing?
- RQ 3: How are TNCC faculty providing feedback to students in Composition 1?
- RQ 4: What barriers, if any, do TNCC faculty identify to providing effective feedback for Composition 1 students?

In order to address these research questions, data were collected from the TNCC English faculty members through 1) document analysis of a sample essay given for feedback to be demonstrated, 2) one-on-one interviews (individual, semi-structured), and 3) a focus group interview with the participants. Students were not included in the study to limit the scope of the data collection and analysis. The study's purpose centers on professors' collective sensemaking about feedback practices and works to respond to the department chair's call for investigation into levels of consistency and quality within feedback. Thematic analysis of the data resulted in findings from which recommendations were made to offer suggestions for enhancement and support of TNCC English department's approach and guidelines for feedback in Composition 1 courses.

Purpose of the Study

This problem of practice is worth researching because Composition 1 is a pivotal course where novice college students discover the framework for academic writing and need to be given the necessary support to nourish their writing skill development. By exploring the intricacies of

feedback and sharing the information found, faculty members can gain knowledge that may reshape their beliefs and philosophies about feedback interactions and writing development.

Specifically, the literature shows that many professors lament how costly feedback is in terms of time and energy and has seemingly little impact (Deeley et al., 2019; McCulloch & Leonard, 2024). Professors also report that they struggle to find the boundaries around being too direct or too harsh in their commentary, and, therefore, their feedback is often misinterpreted by students (Ryan et al., 2024). Most of the studies cited in the literature were conducted at four-year colleges and universities, but little is known about community college Composition 1 courses, and, specifically, feedback in this niche.

Providing feedback on students' writing is an "accepted and expected pedagogical practice" for composition professors (Cunningham, 2019, p. 5) that heavily influences student perceptions and writing development (Ekholm et al., 2015). Dawson et al. (2019) define feedback as educators' processes that help learners improve. As mentioned above, studies have shown that many professors feel burdened by the time commitment and monotony of feedback, which seems to result in minimal impact on student outcomes (Adams & McNab, 2013; Cunningham, 2019; Deeley et al., 2019, Perun, 2015; Sadler, 2010). But, research also suggests that students learn more about the writing process through high quality feedback (Hattie & Timperley, 2007; Mandouit & Hattie, 2023; Wisniewski et al., 2020). This juxtaposition between perceived feedback effort and student outcome serves as another motivating factor for the purpose of this study. In general discussion during department meetings, TNCC English professors commiserate that their feedback has less than the desired effect; this study attempts to investigate these anecdotal observations empirically.

As described earlier, TNCC is a semi-rural community college located in eastern Tennessee. Enrollment is 3,180 students (National Center for Educational Statistics, 2024). The

student population at TNCC is about 78% white students. Enrollment of adult students is decreasing while the amount of dually enrolled (high school) students is increasing. About 63% of all students are eligible for Pell Grants (TNCC Information Packet, 2024). For TNCC Composition 1 courses, there are typically at least 25 sections (online and in-person) offered each fall semester (fewer sections are offered in the spring because most students move on to Composition 2) with class sizes ranging from 12-25 students. Usually, about 15 professors share this instructional load. The TNCC Composition 1 course includes several formative assignments (see Figure 1), which help students build context and practice vital skills for writing and revising the summative assessments.

Figure 1

Composition 1 Course Expectations

Interactive Assignments	**Formative Assessments**	**Summative Assessments**	**Feedback/ Revision(s)**
○ Discussion boards: planning, peer review ○ In-class activities	○ 3 short writing submissions (minimum)	○ 3 essays totaling 2,500 words (minimum) ○ Includes research from a variety of sources ○ Promotes college-level thinking and synthesis	○ All iterations of the drafting process ○ Allowance of at least one full essay rewrite

Specifically in Composition 1, students complete several writing assignments including: a) multiple discussion boards or in-class activities (depending on modality), b) at least three short writing assignments, c) a minimum of three essays totaling 2,500 words (which includes all iterations of the writing process: brainstorming, outlining, drafting, revising, editing, and final

submission). In the Composition 1 course, most of the professor's and students' time and efforts are spent on the culminating argumentative research essay, which includes the most in-depth research and serves as the final exam for the course.

Feedback that students receive during Composition 1 is important because feedback-driven iterations can provide students with foundational writing and critical thinking skills needed to persist in their college experience. Composition 1 is also a shared course among TNCC English faculty, which stems from rudimentary goals of equipping students with essential writing knowledge and tools. Most of these goals are exemplified through the research essay; however, little is known about how the full-time professors provide feedback in preparation for and in evaluation of the Composition 1 essays as well as for the purpose of improving students' writing overall.

The purpose of this study is to explore how TNCC professors, who teach Composition 1 regularly, are providing feedback and making sense of the feedback process. Findings from this exploration can help answer the English department chair's call for more information about professors' feedback practices, and, if warranted, lead to suggestions to help students' sensemaking of the feedback occur. Therefore, the theoretical framework chosen for this study focuses on the importance of collective sensemaking (Coburn, 2001). If professors and their students are not able to make sense of the feedback process, then the teaching and learning of writing will not be very successful. But, if quality feedback is given, then students are more likely to internalize and act on the feedback, which will likely improve their writing development and offer a sense of their own learning.

Significance of the Study

This Capstone project is guided by the research, interview, and focus group questions, which were designed to explore professors' sensemaking of their own feedback processes and

perceptions in relation to students' writing. Again, this study offers a bounded scope by focusing on feedback in Composition 1 courses at the community college level–an area where literature is lacking–in an effort to add support and expand knowledge by widening professor beliefs and instructional resources. By exploring how the participants in this study make sense of the feedback process, and through analysis of the data and findings, the goal of this study is to inspire change and provide informed recommendations to improve and streamline the feedback experience for professors and students at TNCC. Next, Chapter 2 provides a review of the literature centered on the topic of feedback and instructional practices in higher education.

Key Terms and Definitions

This section serves as a brief reference for key terms and definitions that will be used frequently throughout the document.

Collective Sensemaking. The understandings constructed by a group of people who are working together toward a common goal. These understandings are influenced by messages from their environment(s), shared practices, worldviews/beliefs, and in/exclusionary decisions (Coburn, 2001).

Composition 1. Composition 1 is a seminal, foundational course that focuses on critical development of written communication skills and provides additional knowledge about how to navigate the college learning experience.

Feedback. Positive/constructive professor comments on students' submissions regarding progress, evaluation of skill demonstration, etc., and students' application of this commentary to proceed in the learning task (Dawson et al., 2019).

Feedback Literacy. The disposition and expertise needed to design feedback processes to promote student uptake and growth in feedback (Winstone, 2023).

Feedback Process (or Loop). Skill development and engagement (from both professor and student(s)) where self-regulation and involvement in the on-going feedback dialogue is present to enhance learning and instructional quality (Boud & Molloy, 2013; Deeley et al., 2019).

Rubric. "An assessment instrument that specifies which aspects of student performance are to be assessed and provides descriptions of different levels of quality for each aspect" (Panadero, 2016, p. 6).

TNCC. Tennessee Community College: A pseudonym for the research site.

Chapter 2: Literature Review

As Chapter 1 previewed, a composition course is often an introductory writing course offered at an institution of higher education. Throughout composition courses, students typically expand their knowledge on writing structure and learn more about the process of writing essays, developing an argument, conducting research, and practicing appropriate citation style(s) (Kang & Dykema, 2017). Composition courses are important because they provide required credits and skill development for any degree- or job-seeking student in higher education (Coyle, 2010). Literature about composition courses shows that the research essays, which demonstrate argumentative writing with support from credible, scholarly sources, are one of the most common assignments used in alignment with composition course learning outcomes (Wingate, 2012). Therefore, composition courses can help students learn a variety of essential writing skills.

Writing is a necessary skill for basic communication in academic and workplace settings. During writing development, feedback is a crucial component that provides instruction and steers revision. For writing to improve, research suggests that high quality feedback is essential (Parr & Timperley, 2010). Specifically, providing high quality feedback improves students' writing development and deepens students' knowledge about the writing process (Cunningham, 2019; Wisniewski et al., 2020). Without effective feedback, writing development is less likely to occur.

However, it is challenging to track how feedback is given and what type of feedback professors are providing on student writing. The research in the following literature review investigates the assertions that a) feedback is important, but the type of feedback is particularly important in outcomes of student writing development, and b) feedback is given by professors, and received by students, then the professors interpret how the feedback was applied to the

writing through revision; therefore, the beliefs, perceptions, and understandings of the professors, especially in relation to feedback, are an essential component of this study. Feedback is a major aspect of teaching and learning–even outside of composition courses. Most studies on feedback focus their research on K-12 or four-year colleges and universities, but there are more than 1,000 community colleges in the United States alone (AACC, 2024), which serve a significant student population. Community colleges offer a viable, additional educational pathway, and many community college students go on to four-year institutions. Yet, the literature on feedback still focuses primarily on four-year colleges and universities. This study seeks to explore this gap in the literature in an effort to support professors of Composition 1 and the students they serve.

Overview: Purpose and Support of the Study

The purpose of this study is to deepen and share knowledge on effective feedback practices in Composition 1 courses as a worthy contribution to scholarly conversations in this field. This study is supported by the research design outlined in Chapter 3 and is aligned by the following research questions:

- RQ 1: How do TNCC (Tennessee Community College) faculty describe the feedback process as part of Composition 1 students' writing development?
- RQ 2: What are TNCC faculty perceptions of the feedback they provide on Composition 1 students' writing?
- RQ 3: How are TNCC faculty providing feedback to students in Composition 1?
- RQ 4: What barriers, if any, do TNCC faculty identify to providing effective feedback for Composition 1 students?

The following chart (Figure 2) displays the arrangement of Chapter 2: the literature review is categorically aligned based on the research questions to provide relevant content in relation to what each research question is seeking to explore.

Figure 2

Literature Review Alignment Chart with the Research Questions

RQ 1: How do TNCC faculty describe the feedback process as part of Composition 1 students' writing development?	**RQ 2: What are TNCC faculty perceptions of the feedback they provide on Composition 1 students' writing?**	**RQ 3: How are TNCC faculty providing feedback to students in Composition 1?**	**RQ 4: What barriers, if any, do TNCC faculty identify to providing effective feedback for Composition 1 students?**
Description of the Feedback Process During Writing Development: Understanding Writing Feedback in Higher Education *Definitions and Evolution of Feedback* *Feedback Literacy* Students' Agency and Self-Regulation: Sensemaking of Feedback	Faculty Perceptions, Perspectives, and Knowledge of Feedback on Student Writing Feedback from the Professor: Satisfaction and Power Dynamics *Professor Beliefs and Efficacy: Collective Sensemaking* *Faculty Perceptions of Student Needs*	Feedback Methods and Practices *Types of Feedback Approaches* Feedback as Dialogue. Peer Review. *Feedback Specificity and Depth* *Feedback Timing and Frequency* *Examples of Feedback Practices in Composition Courses* Learner-Centered Focus on Feedback. Feed-Forward. Rubric Usage. Revision Opportunities. *Current Sensemaking and Practices in Community Colleges*	Student-Related Factors Student Receptivity to Feedback: Emotions and Empowerment *Student Agency and Self-Regulation* *Student Feedback Literacy* Faculty-Related Factors Institutional Constraints Time and Workload. Class Size. Communication Challenges. Training, Preparation, and Resources.

Note. This chart aligns the research questions above the sections (headings/subheadings) of the literature review to provide a visual representation of the organization for Chapter 2.

Description of the Feedback Process During Writing Development: Understanding Writing Feedback in Higher Education

Professors and students tend to describe the feedback process differently–especially in the throes of writing development. The variations in these perspectives, however, are what make understanding feedback on writing so important and meaningful. The following section addresses research question 1: How do TNCC faculty describe the feedback process as part of Composition 1 students' writing development?

Definitions and Evolution of Feedback

To better understand how feedback on student writing in English Composition 1 courses at TNCC could be more effective, it is important to build a comprehensive understanding of how feedback is conceptualized. Generally, feedback is defined as a communication or procedure used to inform learning (e.g., response accuracy to an instructional task) with a professor (i.e., teacher, instructor, etc.) providing comments to a student about performance on a learning assessment (Ekholm et al., 2015). Other sources define feedback as information given to the student about their demonstrated understanding and skills because of instruction (Hattie & Timperley, 2007), or the process in which students make sense of information provided to improve their work and learning (Carless & Boud, 2018). These definitions work to encompass the steps of the feedback process, and they are mostly phrased with approachable language, which can be shared with students from the professor's perspective. However, Dawson et al. (2019) offers a more inclusive, "modern understanding of what feedback is: a process, designed by educators, undertaken by learners, which is necessarily about improvement" (p. 34). For the purpose of this literature review, the term feedback will be used to encompass all operative functions of the word (i.e., positive/constructive comments on students' submissions regarding

progress, evaluation of skill demonstration, etc., and students' application of this commentary to proceed in the learning task (unless specifically noted/defined otherwise) in reference to Dawson et al.'s (2019) most current definition.

Feedback Literacy

Since there are many definitions of feedback, many studies also reference the complexity of feedback interactions based on feedback literacy (Ajjawi et al., 2022; McCulloch & Leonard, 2024; Sadler, 2014; Wisniewski et al., 2020). Feedback interactions are often complex because this is the area where instruction mostly shifts away from being shared with the whole class and is pointed toward the individual; therefore, the professor is juggling feedback conversations and refining instruction for each student. These instructional pivots are also where inconsistencies in feedback practices can appear–depending on a professor's agency and beliefs about providing feedback for students (Kang & Dykema, 2017; Wisniewski, 2024). Once initial feedback has been dispersed, the professor must navigate whole class instruction alongside the personalized conversations within feedback on students' writing. Furthermore, miscommunication can occur during feedback interactions if both the professor and student are not able to exhibit effective feedback literacy (Carless & Winstone, 2023) (or the sensemaking of comments given to improve the approach to the learning task) or communication and application of feedback.

In addition to considering the feedback literacy of both professors and students, perceptions of both parties can be barriers during the feedback process. Research posits that professors describe feedback as tedious and time-consuming to provide, and students often do not access, read, or utilize the feedback to improve (Adams & McNab, 2013; Cunningham, 2019; Deeley et al., 2019, Perun, 2015; Sadler, 2010). Therefore, this study shares insight into

theoretical foundations that can provide a lens for analyzing professors' beliefs and understandings of the feedback process and resulting practices.

Students' Agency and Self-Regulation: Sensemaking of Feedback

Students' sensemaking of feedback is a foundational step toward application. The process of understanding and being able to act on feedback (agency) becomes an essential tool in writing development. In a mixed methods study with Australian university students and professors in humanities/social sciences disciplines, Ryan et al. (2024) found that sensemaking among students can be promoted most effectively by professors who avoid complex academic language, vagueness, and do not combine comments that include critique and praise. Since learners tend to avoid or ignore comments they cannot make sense of, professors should offer notes that are explanatory–to promote student agency–during the suggested action of improvement (Ryan et al., 2024). In further research on feedback, Sadler (2010) agrees that for students to be able to apply the feedback purposefully, they need to be able to understand and make sense of it. This awareness of student sensemaking can illuminate areas where professors can help students expand their understanding and act tactfully on the feedback given, which will hopefully inspire motivation and success.

Like agency, stimulation of motivation within students can have a variety of outcomes. In a meta-analysis of 435 studies, Wisniewski et al. (2020) found that feedback has more impact on cognitive and motor skills than motivational and behavioral skills; therefore, in feedback, it is important that professors identify mistakes and explain how to avoid/correct them for next time while trying to eliminate any "erroneous hypotheses" where the feedback commentary may send students in the wrong direction (p. 12). These wrong directions can lead to discouragement in self-regulation and can also be misinterpreted by professors as disengagement and cognitive or

motivational deficiencies among students (Perun, 2015). But, professors who focus more on elevating student agency as part of their motivational efforts tend to provide aligned feedback for students who can be "active generators of their own understanding in using feedback…to guide their development" (Carless & Winstone, 2023, p. 152) rather than causing students to feel apathy or disengage during sensemaking of feedback.

Furthermore, other factors can also distinguish or ignite engagement and self-regulation during the feedback process. Bandura (1991) indicates that people (professors/students) are likely not prompted to act until a shortcoming is pointed out–often via feedback. Many scholars agree that, alongside professors' efforts, students should play an active role in their agency regarding sensemaking and interpretation of feedback to make their own decisions about future actions that demonstrate their learning (Ibarra-Sáiz et al., 2020; Leenknecht et al., 2019; Ryan et al., 2024). These efforts can help students see writing and revision as an act of agency–in claiming one's own ideas and revising based on feedback–rather than falling back on the notion that "what the teacher wants is what I should write" (Boone, 2010, p. 237), which is a less desirable, passive approach to feedback application.

Students' sometimes passive approach to engaging with feedback is not necessarily their fault. Nash and Winstone (2017) and Malecka et al. (2022) argue that there has not been enough academic discussion about how students can join the feedback process/conversation without the removal of barriers. Students often need additional assistance from their professors who can foster proactive engagement and utilize sustainable practices to increase responsibility-sharing—instead of blame. This shift in perspective can offer more equitable expectations around feedback. Expectations around feedback will be further discussed at the end of this chapter in

relation to collective sensemaking between professors, and within a department, as part of the theoretical and larger conceptual framework for this study.

Faculty Perceptions, Perspectives, and Knowledge of Feedback on Student Writing

This section will focus on addressing research question 2: What are TNCC faculty perceptions of the feedback they provide on Composition 1 students' writing?

Feedback from the Professor: Satisfaction and Power Dynamics

Alongside professors' knowledge and beliefs, feedback literacy can impact professor-student interactions and power dynamics. These dynamics can cause the student to avoid deeper writing development and focus only on what they think the professor wants to see. Notably, creating relationships with students can be one of the most challenging–yet impactful–aspects of being a professor. However, the effort of creating relationships can ease interactions and power dynamics between professors and students while also benefiting the feedback process. Wiliam (2013) advocates that knowing students offers the teacher/professor a better avenue for making judgments about feedback (e.g., when to push or back off). Through this relationship-building, students learn to trust their teachers, which makes the students more readily available to accept and act on feedback since "ultimately, the only effective feedback is that which is acted upon" (p. 18). Wiliam (2013) also asserts that "feedback should be more work for the recipient than the donor" (p. 18). Therefore, it is essential to build the process of accepting and acting upon feedback into the culture of a class (i.e., group of students) and curriculum (e.g., course design) (Leenknecht et al., 2019; Malecka et al., 2022; McCulloch & Leonard, 2024; Nash & Winstone, 2017). Without a common expectation that feedback should be acted upon, the feedback process becomes impractical and ineffective.

However, because applying feedback is work, and because the professor is seen as an authority-figure with power, students do not engage in this process easily, especially if transparency is not prioritized and grades are overly influential/weighty (Boone, 2010; Ferris, 2018; Jonsson, 2012). And while students may assume that a professor is a subject expert, that assumption does not directly translate to immediate trust in the area of work assessment and judgment (Boud & Molloy, 2012; Ibarra-Sáiz et al., 2020). Additional student concerns about feeling secure while learning can also manifest from perceived asymmetrical status, lack of reciprocal communication, and/or missing a sense of belonging (McCulloch & Leonard, 2024). If professors are aware of these student concerns, though, measures can be taken to balance the power dynamics. Mitigating the influence of power dynamics can be exceptionally helpful during the feedback experiences throughout Composition 1 courses.

Considering feedback experiences, a major finding in Gan et al.'s (2021) study of 308 university students was that feedback from the professor had a significant influence on student satisfaction (with the course) and motivational behavior. Bandura (1991) provides concurrent, underlying knowledge that even simple, positive feedback can enhance satisfaction and performance motivation. Such results can extend to students' actions on the learning task and belief in their personal accomplishments as part of the reward. Student perceptions, however, are not always a likely indicator of instructional quality, but students are inclined to notice if feedback is not aligned with the learning outcomes of the course, which can be an individual and a systemic problem that impact professors' and students' agency (Boud & Molloy, 2013; Deeley et al., 2019; O'Donovan, 2017). Agency helps professors and students alike feel a sense of autonomy during feedback and learning processes.

Furthermore, students who have not been able to develop the essential skills of self-regulation and sensemaking, thus, likely feeling a lack of agency and autonomy, and tend to report dissatisfaction with their college courses (Deeley et al., 2019; Ekholm et al., 2015). O'Donovan (2017), in an analysis of literature and UK National Student Survey results, asserts that the climate in higher education has become extremely influenced, arguably now more than ever, by student satisfaction with teaching, feedback, and assessment. McCulloch and Leonard (2024) claim that, according to prolonged research/literature in higher education, "feedback on assessment has a more significant impact on student satisfaction and achievement than any other aspect of teaching and learning" (p. 774). In other words, feedback is a powerful tool that can influence agency and satisfaction and help students persist or disengage.

It is also worth noting that professors report dissatisfaction, too, and frustration on the grounds of misalignment and lack of feedback usage. Kirschner (2002) claims that to avoid cognitive overload–perhaps from feedback absorption–students must have free space in their working memories to engage with new information, which will lead to better learning, application, and transference. Therefore, areas must be made in the conversation/coursework where students can focus on application of feedback as part of the writing process. As a result, considered and reduced cognitive load with room for conversation during feedback application tends to cultivate healthier power dynamics while learning from feedback.

Professor Beliefs and Efficacy: Collective Sensemaking

Professors' knowledge and beliefs, according to the literature, influence the feedback they provide to students, which can vary in accuracy, depth, and specificity. In a study of sensemaking theory, specifically Weick's sensemaking model, Helms Mills et al. (2010) explains that the sensemaking process or "an alternate approach for the understanding of the process of

organizing" (p. 182) may allow individuals to rely on cues, which they interpret to support their beliefs. It follows that as individuals "enact their beliefs, they also make sense of them" (Helms Mills et al., 2010, p. 189). As a result, individuals collaborating at the same school will likely not interpret the same events identically, so beliefs are fueled by "plausibility rather than accuracy" (Helms Mills et al., 2010, p. 189). An individual's perception of plausibility can be interpreted based on one's sense of self-efficacy.

Another major contributing factor that influences professors' sensemaking is self-efficacy about their knowledge and career-related abilities (Graham et al., 2022). In a study of more than 1,400 teachers in Taiwan, Shanghai, and the United States, Graham et al. (2022) posited that self-efficacy is malleable and can change over time and that that higher self-efficacy (i.e., confidence, attitudes, and informed epistemological beliefs) equated to better writing instruction and student achievement. Graham (2019) calls for action, too, in realization through his own research that changing classroom writing practices widely is a "formidable challenge" (p. 296). Graham asserts that collective sensemaking and shared initiatives are required from all stakeholders involved in order to promote improvements and provide necessary support.

Faculty Perceptions of Student Needs

While the feedback process can be daunting, faculty cannot lose sight of additional support their students may need. For community college students, a professor's awareness of additional support can stem from being knowledgeable about students' background (i.e., age, financial aid/scholarship status, GPA, race, first generation status, or learning support need) before interactions (Wirt & Jaeger, 2014). In a Composition 1 course specifically, many professors perceive that writing conferences can also be supportive for students when they are digesting and applying feedback (Lerner, 2005). Writing conferences provide one-on-one time

between the student and professor, so dialogic/conversational feedback can take place. Learning to write requires frequent practice, meaningful feedback, and revision, all of which can be amplified when working with the professor (Lerner, 2005). Another motivating factor that professors may capitalize on is the usefulness of writing skills for students. Professors, for courses other than Composition 1, report that students may be underprepared for the writing assigned in their courses, so these professors often support the instruction from composition courses as an aid for students' writing development (Thonney, 2024). Professors are usually experts in their subject field, but knowing their students' needs is often based more on perception than expertise; therefore, there are several feedback methods and practices that can be used to propel students' writing development and help meet their learning needs.

Feedback Methods and Practices

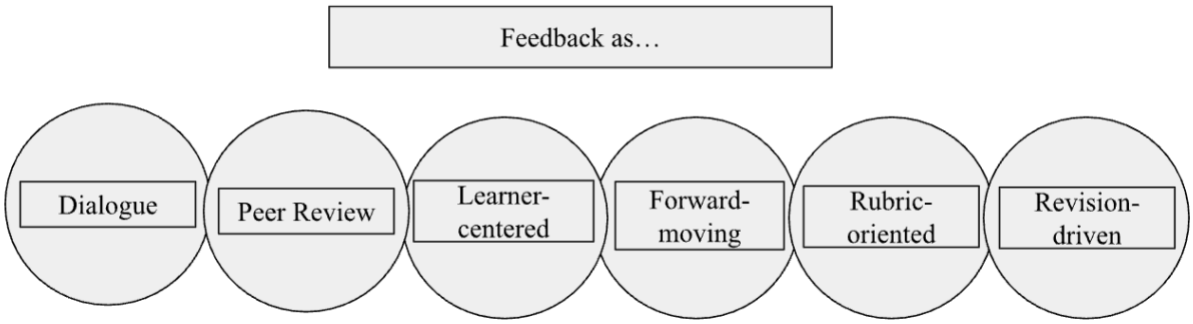
This section focuses on addressing research question 3: How are TNCC faculty providing feedback to students in Composition 1?

Types of Feedback Approaches and Functions

To understand *how* faculty are providing feedback, it may be helpful to explore faculty members' approaches to feedback through various methods and practices as depicted in Figure 3, which stands as a visual summary of the functions of feedback. These functions will be discussed in-depth and supported with literature in the following sections.

Figure 3

Functions of Feedback



Feedback as Dialogue. Feedback toward assessment needs to be intertwined through instructional dialogue because, without tailored feedback, students' learning needs may not be met (O'Donovan, 2017). Dialogic feedback (i.e., written and/or verbal exchanges about the learning task) also requires that students shift away from their traditionally passive role as receiver to a more active role as conversationalist within the feedback/writing process. This active role enhances the consistent social interaction needed instead of viewing feedback as a route of information transmission from professors (Boud & Molloy, 2013; Deeley et al., 2019; Nicol et al., 2014; Winstone & Boud, 2022).

Other scholars also support the active role of dialogic feedback between professor and student. For example, after a two-year study involving 294 university professors across disciplines, Chan and Leo (2022) acknowledge the importance of feedback dialogue alongside the necessity of student feedback literacy, emotion management, and responsibility through action. To act on feedback, Kang and Dykema (2017) suggest that students are given the opportunity to respond to their professors' comments to open the dialogue. This opportunity could be provided via a written or oral memo or "Letter to the Reviewer" assignment to record

the student's reactions and emotions to the feedback provided (p. 29). Malecka et al. (2022) also suggests the power of a "rebuttal letter" where students address comments from (peer) reviews and explain why pieces of feedback have been accepted/applied or rejected, which encourages processing of the feedback as well as justification for actions taken toward crafting the final product (p. 917). While these suggestions are valuable to professors, students may not agree wholeheartedly and need to process how their writing likely should be revised.

Students tend to appreciate feedback from the professor, but students react to the dialogue of feedback (and directions toward revision) differently. For example, while studying a class of first year college writing students, Kang and Dykema (2017) also found that, when providing feedback, students disliked direct teacher comments to do something and preferred passive advice about their next writing steps. Not only did this preference seem to enhance students' agency and empowerment, but it also helped them join the academic conversation.

Bloxham and Campbell (2010) specifically studied (nine students and three professors during an academic year) this obstacle of helping students enter dialogic feedback and academic conversation. Bloxham and Campbell's (2010) results indicated that peer review and discussion of the assessment can help students broach this challenge of meaningfully discussing their writing/coursework progress with professors. A specific suggestion was provided: Students could submit cover sheets with their submission(s) that would include questions about their product, which start the feedback dialogue and direct the teacher to comment on areas where they think improvement and clarification are needed (Bloxham & Campbell, 2010). Notably, including peer review as a layer within the writing process helped the students form productive questions, but, without peer review, students were not as equipped to participate in the feedback conversation with their teacher and seemed less aware about the quality of their performance

(Boud & Molloy, 2013; Bloxham & Campbell, 2010). Therefore, peer review can serve many helpful functions during the writing process.

Peer Review. Similar to dialogic feedback, peer review can be influential to the learning process. Nicol et al. (2014) defines peer review as "a reciprocal process whereby students produce feedback reviews on the work of peers and receive feedback reviews from peers on their own work" (p. 102). Peer review can valuably facilitate students' skill development, as another type of formative assessment as well as collaborative support, where beliefs can be challenged from sources other than the authority-figure (Deeley et al., 2019). A note in conceptual practice, though, Malecka et al. (2022) suggests keeping documentation of all feedback during the progress of an assignment, so the teacher can monitor the learning trajectory of students based on the string of dialogue linked to their work on the final product (which can also be useful for reference during the final evaluation/grading). Incorporating peer review into a course may not happen seamlessly though. Scott (2014) reports, based on focus groups with 33 undergraduates, that students prefer to be assessed by their professor–rather than their peers–due to questionable ethos on the part of other students and understanding that the teacher will be the final evaluator.

Peer review can also be advantageous by supplying a space where students can compare their work against others in the class. But, from assessment of empirical literature, Deeley et al. (2019) cautions that formative assessment can be seen as less important by students–often in the form of peer review. Peer review can take different forms though. Ekholm et al. (2015) includes another highly regarded suggestion in that peer models and exemplars of coursework should be provided, which can be beneficial for students during the writing process too (Chan & Luo, 2022; Nicol, 2009; Nordrum, 2013). Offering models with the feedback included and/or models

at varying stages of the development process–to showcase the feedback and revisions from peers and/or the professor–can be purposeful as well.

Feedback Specificity and Depth

Professors should also be aware of the specificity and depth of the feedback they are providing. Ryan et al. (2024) calls for the use of specific feedback sentences, written in future tense, to guide students toward revision. Mandouit & Hattie (2023) agree that specificity in feedback is key when helping students address feedback and show improvement with a learning task. Lerner (2005) states that frequency and depth of feedback also depend on the amount of time a professor can spend on each student's written submission. In addition to the professors' time spent giving feedback, the timing of when feedback is shared further impacts students' work.

Feedback Timing and Frequency

While both sides of the feedback process can elevate the teaching and learning experience, the process can also be time-consuming and labor intensive. Staying caught up within feedback conversations for multiple students is a common challenge for professors. Wiliam (2018) candidly says, "...grading can be seen as punishment given to teachers for failing to find out that the students did not achieve the intended learning" (p. 89). Because feedback takes valuable time and costly effort, professors may seek approaches about how feedback can be provided more effectively (Adams & McNab, 2013; Ryan et al., 2024; Wiliam, 2018). Furthermore, waiting for feedback can be demotivating for students, especially if the comments are all focused on areas where learning was not demonstrated, and if the feedback comes too far after the learning task took place (Ferris, 2018; Koenka et al., 2021). Providing feedback is time-consuming, but if it is not provided in a timely manner, then it loses its relevance.

Many researcher-practitioners speak to the importance of timely feedback (Deeley, 2018; Jonsson, 2012; O'Donovan et al., 2016). If the feedback is given too late, then it likely will not be acted on, but if it is given too soon, especially if the assignment presented significant learning challenges for the student, then the feedback may deter further progress and self-regulation (Yang & Carless, 2012). These factors can lead to a lag in feedback engagement if the commentary is too late to inform the current learning task(s) and is not available to be applied to the students' work in progress (Winstone & Boud, 2022). After surveying a large sample size of 566 undergraduates about their feedback experiences in college, Ferguson (2011) reports that students said they preferred to receive timely, holistic comments sooner, if 1) detailed feedback took too long (2-4 weeks for class sizes of about 100 students), 2) if another assignment was looming and feedback was needed in order to complete it; however, other students in the same study said they were happy to wait on feedback if that meant the assignment would be graded fairly. Boud and Molloy (2012) also claim that timing and frequency of feedback is crucial and should be built into the design of the course to aid in current decision-making efforts during the teaching and learning process. Yang and Carless (2012) further affirm that finding time for feedback processing for both parties can be rectified through course design, and, as a result, will ideally help students earn higher grades. To enhance the feedback process, there are some effective practices available for integration into the design of composition courses.

Examples of Feedback Practices in Composition Courses

As Figure 3 depicts, professors can use a variety of approaches to improve the function of feedback in their courses. These are not the only approaches available, but they do represent many of the popular suggestions from the literature.

Learner-Centered Focus on Feedback. Several researcher-practitioners call for the importance and inclusion of learner-centered curriculum design (Boud & Molloy, 2013; Chan & Luo, 2022; Ryan et al., 2024; Scott, 2014). Ryan et al. (2024) assert that learner-centered feedback involves student agency to enhance sensemaking. The design of the (composition) course and feedback matters: both should be clear, succinct, and specific with forward-leaning tendencies (Ryan et al., 2024). Furthermore, based on a comparison of 19 degree-seeking programs across the United States, United Kingdom, and Australia, Adams and McNab (2013) synthesize the challenges of crafting effective, learner-centered alignment. Adams and McNab assert that alignment can be achieved by setting measurable goals for students through teaching and learning activities that focus on helping students attain these goals, alongside assessment that provides fair, validating feedback, which evaluates students' progress and achievement of the aforementioned goals. In addition to the alignment of goals and feedback, Boud and Molloy (2013) also profess the importance of curriculum design that creates "opportunities for students to develop the capabilities to operate as judges of their own learning" (p. 698). By embedding these opportunities for students to reconsider and revise their writing, course design and the feedback process are both strengthened.

Feed-Forward. Strengthening the process of giving feedback toward feeding-forward can require breaking previous habits and making changes to engrain new tactics into practice. Wisniewski et al. (2020) define feed-forward as commentary from the professor detailing the target goal of a learning task, compared to the student's status, with effort made to direct the student's autonomy and deepen understanding. Adams and McNab (2013) suggest that pedagogical design is most advantageous when placeholders to feed-forward are included to bridge the learning between assignments and modules, and the forward-looking feedback should

consist of specific commentary that is presented meaningfully at the student's level. Adapting prior feedback practices to incorporate feedback dialogue/loops through feeding-forward can enrich the rhetorical conversation and further strengthen the teaching and learning experience.

Although, the strength of the teaching and learning experience leans heavily on the quality of the feedback provided. Wiliam (2013) stresses the importance of feedback that moves learning forward. Information/commentary only becomes feedback when students act on it to improve their coursework and move learning forward (Carless & Boud, 2018). Scott (2014) explains that the act of feeding-forward provides students with a better understanding of their achievement goals rather than finding out errors after the final submission has been graded. Wiliam (2018) compared this strategy to receiving a medical check-up, to encourage a thriving, healthy experience, rather than a postmortem exam. Moreover, Hattie and Timperley (2007) explicate that feed-forward commentary can lend itself to explanation of the targeted learning goal in relation to the status of the assignment product. Through this conversational loop, professors are enlightened with a deeper understanding of the student's processes.

Rubric Usage. Students frequently lack the literacy for (or have not been taught) how to constructively read rubrics with the grading criteria for assignments (Chan & Luo, 2022). Panadero et al. (2016) define a rubric as "an assessment instrument that specifies which aspects of student performance are to be assessed and provides descriptions of different levels of quality for each aspect" and found that rubric usage is mostly beneficial for students despite certain challenges (p. 6). As a suggestion to improve what could be termed as rubric literacy among students, Nicol (2009), Reddy and Andrade (2010), and Tai et al. (2018) suggest that students be involved in co-creation of the assessment rubric and/or assignment exemplars. These meaningful learning tasks that can lead to deeper sense-making about how the coursework will be evaluated.

Furthermore, Nordrum et al. (2013) conducted a study that analyzed student use of in-text feedback commentary (focused on lower order concerns) in conjunction with the supplied rubric (for evaluating higher order concerns) in a first-year college writing course. From this study, Nordrum et al. (2013) found and suggests that the utilization of both efforts–in-text feedback and rubric usage–along with color-coding to synthesize the information between the two evaluative sources and/or audio/visual recording(s) to review commentary, offers micro- and macro-level synergy to feed the writing and revision forward.

Revision Opportunities. One of the best opportunities for Composition 1 students to exercise their learning and application of feedback is through revision. Cunningham (2019) posits that students who are already earning high grades tend to feel encouraged by revision opportunities. However, for students who are struggling, revision can seem overwhelming due to the complex processes involved (Carifio et al., 2001). Carifio et al. (2001) found that giving students practice time (in class) to revise, with or without instruction, did reduce students' reluctance to approach the task of revision. Additionally, to reinforce students' revision efforts, revision memos can be used. This added document–where students reflect on the strengths and weaknesses of the writing produced–can house some of the dialogic conversation around the feedback. By moving this commentary to a memo, professors and students can reduce the cognitive load (Kirschner, 2002) of hunting through notes that are directly on the writing. The addition of the memo also provides an area (away from the writing) where students can be objective: they can diagnose and analyze the issue(s) that need to be revised (Bardine & Fulton, 2008; Kang & Dykema, 2017; Nordrum & Gustafsson, 2013). If students are able to revise effectively based on the feedback, the outcome can also lead to stronger sensemaking of the writing process.

Current Sensemaking and Practices in Community Colleges

Revision is a crucial component of the writing process, but community college Composition 1 students may not be equipped with the skills to approach revision yet. Perun's (2015) study, with participants in an urban community college English course, showed that students do not approach coursework in the same way either, and they tend to be reliant on their prior high school experiences to carry them through college (i.e., seeking effort grades). Perun (2015) reports that community college students were often unsure of how to approach college-level writing and rather than considering assignment requirements and using critical thinking, which is necessary to become involved in true drafting and revision efforts, they would rush through the work without developing the skills needed to exceed in future steps. Therefore, it may be beneficial for professors to be aware of the sensemaking process demonstrated by the students in Perun's (2015) study, so current professors can adjust their practices to meet the needs of their community college students accordingly.

Overall, in my review of the literature, there was limited research present on (current) writing and feedback practices in community college. Most of the available research focuses on traditional, four-year institutions. This available research is worthwhile and is still used to inform this study, but this finding also reveals a gap in the literature–one this study can help to fill.

Barriers to Effective Feedback

Finally, this section addresses research question 4: What barriers, if any, do TNCC faculty identify to providing effective feedback for Composition 1 students?

Student-Related Factors

Despite meaningful feedback practices that professors may already be using, students might still need to cope with barriers that mitigate the feedback process.

Student Receptivity to Feedback: Emotions and Empowerment

Engaging in feedback, from both sides of the writing, can be an emotional process. Students and professors will likely experience reactions that are not explicitly discussed, but action is necessary to avoid misunderstandings in communication and potential inconsistencies in feedback direction. Ekholm et al.'s (2015) study involving 115 American undergraduate students found that when students receive positive feedback, they tend to exhibit higher levels of self-efficaciousness and see the feedback as useful, or, perhaps, unnecessary (Ibarra-Sáiz et al., 2020; Winstone & Boud, 2022). However, a student who has received negative feedback can often feel damaged, inclined toward distrust, and/or too uncomfortable to engage with the critical notes (Winstone & Boud, 2022). These feelings of negativity can influence how a student receives the feedback.

A student's reception of the feedback can also impact how the student perceives their autonomy to address the suggested revisions. Boone (2010) notes that once a student experiences negative feedback, and, thus, feels a loss of agency or empowerment, the student may also tend to form the opinion that "authority lies outside themselves and that writing is all about following an arcane set of rules" (p. 232). On the other hand, Mandouit and Hattie's (2023) study of 103 high school students found that while students' emotional responses to feedback can enhance or interfere with the learning process, in some cases, "negative emotions can increase motivation to improve performance" (p. 3). Pitt and Norton's (2017) study focused on 14 senior undergraduates in the United Kingdom, claim that emotional maturity is what underscores how students react to grades, and, without it, students are likely to exude "emotional backwash" if the commentary is too personal, nonspecific, or lacks actionary measures for improvement (p. 512).

These mixed results in students' responses can leave professors feeling defeated and ready for the work to be shifted elsewhere.

Student Agency and Self-Regulation

Due to the mixed responses that feedback can spark, many researcher-practitioners call for development of self-regulation among students. This self-regulation in students is a necessary skill used to steer their feedback application (in writing) and overall learning progress (Bandura, 1991; Ekholm et al., 2015; Panadero et al., 2016; Parr & Timperley, 2010). Self-regulation pertains to feedback in that it is a necessary skill for students to develop. Self-regulation promotes monitoring and judgment of one's own behavior against environmental standards when interacting with the professor and the commentary on the learning task (Bandura, 1991). Therefore, self-regulation aids a student in management of their emotions alongside perceived autonomy while addressing feedback.

Like self-regulation, student empowerment has a direct impact on feedback engagement, autonomy, and the likelihood of joining the academic conversation/community. Joining the academic conversation, students' revisions can be based on or swayed from actionary, involved feedback between the professor's comments and students' understanding and emotional responses (Boud & Molloy, 2013; Kang & Dykema, 2017). Boud and Molloy (2013) and Tai et al. (2018) further concur that feedback with dialogue assists students in the ability to monitor and judge their own work (in relation to their peers and the rubric/assessment outcomes), so students can better judge and self-regulate the quality of their learning too. Furthermore, Cunningham's (2019) study of a Midwestern university with 216 student participants from Composition 1 and 2 courses found that students who earn A's and B's in their courses do read feedback and are interested in receiving guidance to improve their writing skills; specifically, these students felt

encouraged by revision opportunities where they could apply the feedback if it was given through clear, individualized, positive notes. On the contrary, though, some students do not "dispute authoritative feedback and may choose to avoid difficult and cumbersome revisions, focusing on form and mechanics instead, since these revisions are easier and safer" (Jonsson, 2012, p. 71). Kang and Dykema (2017) assert that some students may resist the idea that new material may need to be included or used to replace writing that already exists, depending on the feedback, so practicing revision is necessary to help students learn how to move away from the safer changes they may rely on during this step in the process. To move students forward, Wiliam (2013) claims that effective feedback entails asking the right questions, while giving a plan of action about what to do with the comments before/as they are collected, and this should provide a springboard for the next, similar learning task or revision on the current one. To improve Composition 1 students' clear reception of feedback, it may be necessary to lay the groundwork for accurate communication and personal agency/regulation with learning before embarking on the feedback journey.

Student Feedback Literacy

Students often share that they are unsure of how to approach feedback: Students' concerns tend to be related to professors' intent, misapplication, and lack of agency (Carless & Winstone, 2023; Kang & Dykema, 2017; Ryan et al., 2024). In his synthesis of seminal studies about feedback and assessment for learning, Wiliam (2018) found that "much of the feedback that students get has little or no effect on their learning, and some kinds of feedback are actually counterproductive" (p. 123). Therefore, students are founded in their uncertainty and tend to develop opinions about content and delivery of feedback. In qualitative surveys from a sample size of 323 professors and 400 students at two universities, Dawson et al. (2019) found that some

students prefer detailed, personalized commentary while others do not mind generic notes. Conversely, Ekholm et al. (2015) reports that students shared specific dissatisfaction with professors who only gave summative feedback. Because of students' wide reception and interpretations of feedback, additional research was conducted.

Students review feedback differently. Dawson et al. (2019) and Gamlem (2015) argue for what they term feedback literacy–the necessity of reconsidering the feedback system (including comments)–as a whole to reconceptualize what students do with the information, provided by professors, on their coursework to make improvements and further their learning. Looking further into these variances, Jonsson (2012), in a review of the literature on students' use of feedback in higher education, claims that students prefer specific, personalized feedback (and grades), but providing this information does not necessarily mean that students will learn. Instead, generic notes, which push students to actively involve themselves with the comments–rather than following written advice–can produce more productive learning (Jonsson, 2012; Wiliam 2013). Overall, though, Sadler (2010) asserts that there is no "magic formula" for effective feedback (p. 536). Therefore, professors/faculty must remain creative in their methods for guiding students through feedback engagement.

Faculty-Related Factors

Providing feedback is only one of several professorial responsibilities. There are several factors that contribute to how feedback is given to students. Very little research exists on faculty-specific feedback practices and experiences; however, there is some research available about institutional constraints.

Institutional Constraints

Many types of institutional constraints can add to the challenges of providing effective feedback.

Time, Workload, and Class Size. Several institutional constraints contribute to how much effort professors may allot for when providing feedback. Many researcher-practitioners state the challenges of making enough time to tackle their workloads–specifically their workload for feedback and grading (Cunningham, 2019; Deeley et al., 2019; McCulloch & Leonard, 2024; Scott, 2014). As mentioned in Chapter 1, professors report feeling overloaded by the repetitiousness and time necessary for feedback–feedback which students may or may not be utilizing (Adams & McNab, 2013; Cunningham, 2019; Deeley et al., 2019, Perun, 2015; Sadler, 2010). In a study of university first-year composition courses, Ludvik et al. (2023) found that the ideal course size is no more than 24-25 students. While this course size may near be the average for a community college Composition 1 course, the content of this course-type demands additional time and attention per student (Thonney, 2023). Along with the added time and efforts needed to provide feedback on student writing, navigating the feedback process also typically involves challenges.

Communication Challenges. As previously discussed in earlier sections, feedback literacy and self-regulation/efficacy/agency (on behalf of the professor and students) influences communication, and can present challenges, around writing and revisions (Boud & Molloy, 2013; Yang & Carless, 2013). Positive and negative feedback can be perceived differently–especially due to the emotional impact, namely, the feeling of trust and overall sensemaking–the commentary can have on the student (Boone, 2010; Ekholm et al., 2015; Ryan et al., 2024). The emotional impact of the feedback can sway satisfaction with the course (Gan et al., 2021). All these contingencies can create communication challenges during the feedback process.

Training, Preparation, and Resources. Feedback challenges are not entirely due to lack of faculty training or incorrect practices though (Perun, 2015). To address challenges such as

these, it is necessary to offer professors continuous, available, and current professional development on evidence-based practices to help foster active learning environments (Efu, 2020; Mundy et al., 2016; Rutz et al., 2012). Institutions that strive to support professors' learning are also supporting their students' learning.

Synthesis and Gaps

To synthesize, this literature review compiles research about professors' and students' descriptions, perceptions, and experiences during the feedback process. The content is organized according to the four research questions that align this study: 1) How do TNCC faculty describe the feedback process as part of Composition 1 students' writing development? 2) What are TNCC faculty perceptions of the feedback they provide on Composition 1 students' writing? 3) How are TNCC faculty providing feedback to students in Composition 1? 4) What barriers, if any, do TNCC faculty identify to providing effective feedback for Composition 1 students? The first section offered descriptions and definitions of feedback, feedback literacy from the professors' perspective, and students' agency, self-regulation, and sensemaking in regard to feedback. The second section dove into professors' knowledge, beliefs, and collective sensemaking around feedback. The second section also explored professors' self-efficacy, power dynamics, and perceptions of student needs throughout the feedback process. The third section included insight into how professors' approach feedback and provided examples of types of feedback used in composition courses. The third section also discussed current sensemaking of effective feedback practices in community colleges. The fourth section provided context for student feedback receptivity in connection with relevant, influential factors such as emotion management, empowerment, agency, self-regulation, and feedback literacy. The fourth section

then shifted the focus back to competing factors that govern professors' beliefs and actions when giving feedback.

Overall, a gap remains in the literature for community college-related research, specifically, and, even more directly, for feedback in Composition 1 courses in community colleges. For TNCC, especially, research is needed to understand how Composition 1 professors describe and perceive their feedback process, in addition to exploring how they provide feedback, and what barriers (if any) exist during their efforts to give effective feedback on students' writing. The next section will both explore the theoretical framework and my conceptual framework around collective sensemaking in relation to feedback practices and the design of this study.

Frameworks

The following section includes information and explanation related to the theoretical and conceptual frameworks and their alignment within this study.

Theoretical Framework

Since this study focuses on faculty participants from the TNCC English department who work together to achieve similar goals (e.g., learning outcomes, student success, etc.), it is ideal to consider not only their individual feedback processes, but also the feedback practices enacted by the group. Thus, Coburn's (2001) concept of collective sensemaking was chosen as the theoretical foundation within this study to enrich the data analysis and, specifically, to inform the focus group conversation.

Collective sensemaking is a foundation to human interaction since it impacts how people perceive messages from their environments (Weick, 2012). Within an educational environment, Coburn (2001) studied how teachers co-construct understanding of environmental messages (e.g., verbal, implicit, written, presented, etc.) from administrators, colleagues, and school

culture, and, as a result, make decisions about which topics to pursue in their classrooms and with their colleagues and leaders. Coburn (2001) also argues that these perceptions of individual's networks and alliances similarly influence teaching practices.

Rationale

Coburn's (2001) theory of Collective Sensemaking focuses on K-12 reading instruction; this study is rooted in writing instruction in higher education, yet Coburn's (2001) work and this study both share similarities in the powerful acknowledgement that professors/teachers are strongly governed by belief systems. Coburn (2001) recognizes that these belief systems are not entirely accurate, though, and many teachers report that they often contemplate how they "should" teach because they are constantly berated by messages and opinions from varying sources. Coburn (2001) posits that these environmental influences shape teachers' "sensemaking process and ultimately the kind of sense that is made" and, thus, what is shared and deemed important to plan for and act on in the classroom (p. 145-146). In addition to decisions about instruction, sensemaking also impacts actionary decisions (such as gatekeeping), which, in turn, influences teachers' and students' worldviews, social interactions, and their resulting shared understandings (Coburn, 2001). Specifically, shared understandings are "deeply *situated* in teachers' embedded contexts," which are molded by a school's culture and common patterns of communication (Coburn, 2001, p. 147). A school's culture and communication significantly contribute to how collective sensemaking occurs within teachers and students.

Conceptual Framework

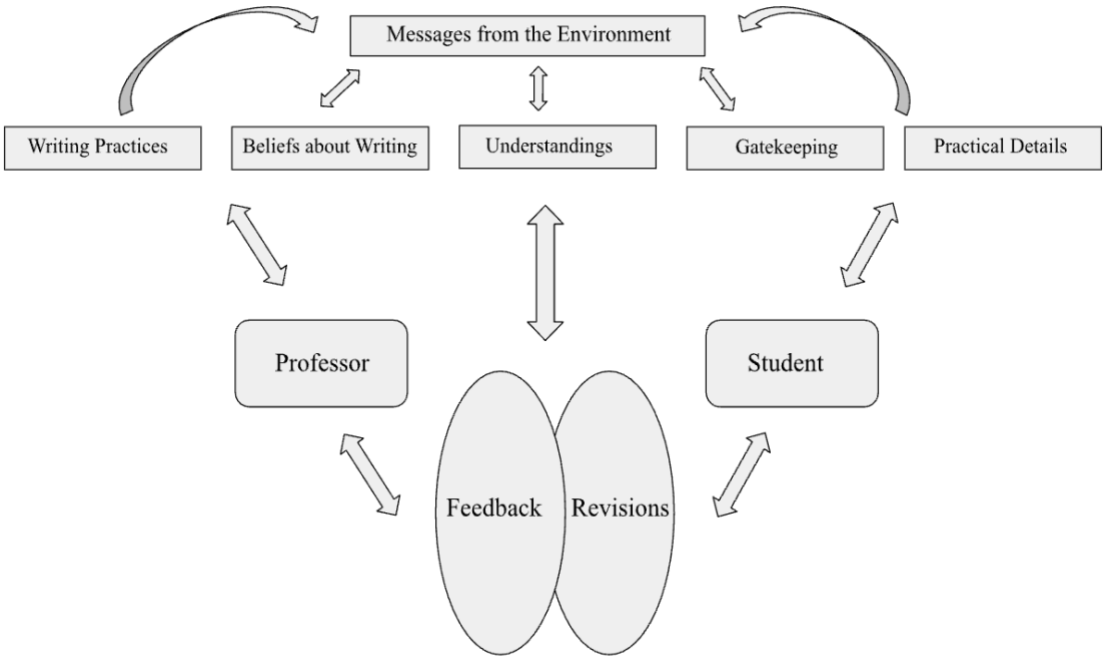
The conceptual framework provides an underpinning of sensemaking theory as a foundation of influence within the feedback process. By understanding how sensemaking permeates professors' decisions and actions in preparing for their instruction with students–and

positioning feedback as a form of instruction–the framework offers a visual representation of environmental factors and recursive steps that take place during writing development. From my own perspective, the use of this conceptual framework will likely open the door to departmental communication that is not easily forged. Through individual interviews about professors' teaching backgrounds and current feedback practices, as well as a focus group discussing perceptions and collective sensemaking of TNCC departmental guidelines (Appendix K) and feedback approaches, the knowledge shared, and data analyzed, provided me with a deeper understanding of the nuances at work during my colleagues' feedback processes. In turn, these understandings will lead to suggested recommendations for improvement.

The conceptual framework (Figure 4) for this study is centered on sensemaking and the feedback process. My conceptual framework is informed by Coburn's (2001) framework (Figure 5). Coburn (2001) draws inspiration from institutional theory in how norms and conceptions of an institution's culture are constructed and reconstructed through time to contribute to collective sensemaking. Because sensemaking has so many prongs in academic culture, teaching, and learning, I depicted double-sided arrows within my conceptual framework (Figure 4), to further demonstrate the sensemaking process that Coburn (2001) illustrated (Figure 5), and I added the circular loops of feedback and revision that teachers and students embark upon during the writing journey. Coburn (2001) posits that messages from the environment (i.e., writing practices, beliefs about writing, understandings, gatekeeping, and practical details) provide significant influence on professors' instructional choices. Therefore, this study will consider how environmental messages contribute to the exploration of the research questions through investigation of TNCC's professors' perceptions and feedback practices in Composition 1.

Figure 4

Conceptual Framework on Sensemaking and Feedback Process



Messages from the Environment: Professor Beliefs and Sensemaking

The conceptual framework and aligned interview and focus group questions will offer a path for discussion regarding TNCC's full-time Composition 1 professors' beliefs and sensemaking around current writing and feedback practices (see Appendix A). The participants were asked to provide feedback on a sample student essay prior to their individual interview and the focus group meeting. By exploring how messages from TNCC's school environment and culture potentially influence feedback, these conversations have the potential to offer further avenues for discussion around institutional policies, professional development initiatives, and student behaviors/outcomes. The following sections describe each piece of the conceptual framework in relation to the data collection for this study.

Writing Practices. Through interviews and focus groups, discussions occurred about how individual professors are handling drafts, feedback, revisions, and overall expectations for final essay submissions. In addition to expectations for students, writing practices also include professors' interactions with writing, notably, how much time they spend providing feedback, and how they expect and direct students to respond to feedback.

Beliefs about Writing. The data collection process also delved into instructors' beliefs about writing, which are influenced by many factors: age, gender, race, the length of their teaching experience/career, where they received their education, and how far they persisted in their degree attainment. Questions were also directed at professors' frequency in teaching Composition 1 and average course enrollment. Coburn (2001) additionally states that instructors "place new information into preexisting cognitive frameworks," which can also be referred to as world views (p. 147). To better align the purpose of this study with these frameworks, "World Views" from Coburn (2001) was replaced with "Beliefs about Writing."

Understandings. The interviews and focus groups will present the opportunity to share and discuss understandings (one-on-one and collectively as a department) about instructional approaches for Composition 1 and, specifically, how these approaches manifest in (best, evidence-based) feedback practices to drive students' writing development. While the department does provide a general collective approach outlined through the department guidelines, especially for new instructors, the constructed understandings are concepts professors work through with students all the semester.

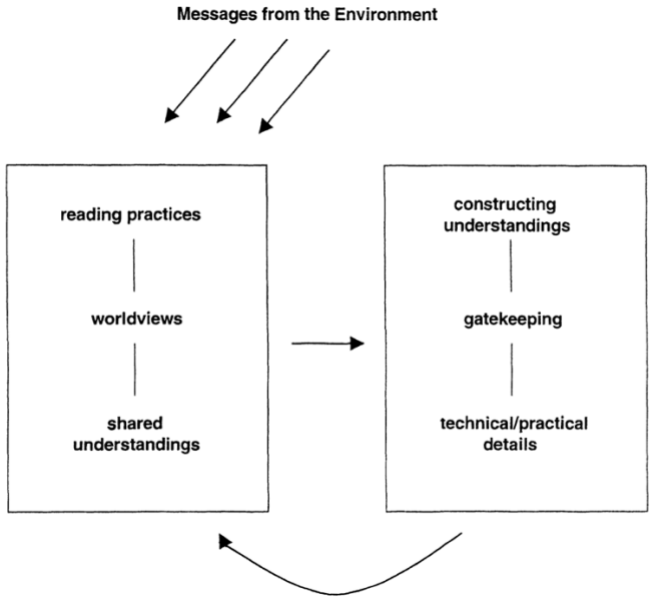
Gatekeeping. The data collection will likely uncover professors' decisions about gatekeeping as well: In other words, "What do they allow to happen in the course or not?" For example, responses may include reference to the amount of essay revisions expected/allowed,

rules around accepting or rejecting late/missed work, or tracking of feedback application and reflection. Additional places where gatekeeping might occur could be around the amount of technology integrated, and/or which textbook or how much supplemental material is used. These are all avenues of investigation since much of this information is not known.

Practical Details. Also, a large portion of the data collection questions will focus on the practical details of the feedback process to inquire about how professors are actually assessing writing and the frequency, strategies, and tactics with which they are adding commentary and then completing the grading rubric.

Figure 5

Theoretical Framework: Coburn's (2001) Conceptual Model of the Sensemaking Process



In Figure 4, the conceptual framework was devised using Coburn's (2001) theoretical model (Figure 5) and adjusted in reference to writing instruction and feedback practices. By layering these visual designs and intertwining the concepts of collective sensemaking with

common feedback interactions and natural cause and effect results, Figure 4 represents a new depiction of the process that happens while teaching writing.

In addition to the factors that Coburn (2001) laid out, when considering this framework through a writing lens, feedback and revisions become a major, circular influence that drives the students' learning experiences. Collective sensemaking and deeper discussion of this conceptual framework as a lens during the feedback process will be included in later chapters based on the data analysis and findings.

Implementation

Improved feedback practices could potentially be utilized to enhance the effect of feedback on writing development and students' overall learning experiences. The theoretical framework is exemplified from the work of Coburn (2001) regarding teachers' collective sensemaking within their professional communities and through instructional practices. In Figure 4, Coburn (2001) shares a visual representation of the collective sensemaking process during reading instruction. Coburn (2001) shows a zig-zag format where messages from the environment are the catalyst for sensemaking (Weick, 2012), which impacts the professors' reading practices, world views, and shared understandings and influences constructed understandings, gatekeeping, and further technical/practical details. These latter factors/subprocesses, then affect the initial ones during sensemaking, which is why they were carried over from the theoretical framework and into the conceptual framework.

The implementation of the conceptual framework into this study provides a lens through which feedback can be assessed. Schools and professors are influenced by the occurrence of collective sensemaking, which shapes the decisions and actions professors execute to prepare

their instructional content. This chain reaction certainly has an impact on students, and specifically, the feedback professors and students are participating in during the writing process.

Theoretical Foundations

As stated, the theoretical foundations for this study focus on collective sensemaking theory (Coburn, 2001; Weick, 2012) with influences from self-regulation theory (Bandura, 1991). Like facets of this study's frameworks, Heritage (2020) also emphasizes the impact that professors' beliefs and skills can have on student learning and progress. Heritage (2020) suggests that professors ask the following questions to drive feedback and assessment decision-making: Where are students going? Where are they currently? How can assessment, among other instructional elements, close the communication gap? Students, too, can ask similar driving questions to promote self-regulation during learning (Gamlem, 2015). Parr and Temperley (2010) add that if, in feedback, professors can "diagnose the gap between [the] produced and ideal" writing and communicate further to assist the student in addressing this gap, then the feedback process and self-regulation development can be more successful (p. 80). In turn, these steps can foster enhanced collective sensemaking between professor and student.

Collective sensemaking also stems from what has (or has not) been taught before. Deeley et al. (2019) urges that professors cannot assume students already know how to review, evaluate, and provide feedback well, so this is an area where skill development is crucial to promote self-regulation and learned involvement in the feedback conversation. In another way, the feedback conversation is needed to adjust the actions of professors (rather than students) to ensure there is a quality impact on learning and to promote consideration of instructional efforts during feedback (Boud & Molloy, 2013). Involvement in the feedback conversation offers a cycle where professors can check that students are not "fooling themselves in the process of self-

regulation" (Boud & Molloy, 2013, p. 709). Collaboration between professors and students throughout the feedback conversation is essential for collective sensemaking.

Conceptual Framework: Alignment Within the Study

Finally, like the research questions, the conceptual framework also took root in the problem of practice to drive the data collection. The conceptual framework provided a foundation of collective sensemaking to help address the problem of practice: the TNCC English department chair asked for further consideration of the full-time professors' current feedback practices. Deepening understandings about common, departmental feedback practices can reveal what is being done effectively and gaps where students can be served better.

During data collection, specifically in the individual interviews, in summary the participants were asked to reflect on their beliefs and perceptions about "good" writing, how they provide feedback, the most rewarding and challenging aspects of feedback, as well as what they would like to learn and teach about feedback. These responses provided a route for seeking suggestions about resources that are helpful in increasing knowledge about feedback practices at TNCC.

Then, the focus group inquired about how the participants describe the role of feedback in Composition 1 and how feedback informs their own teaching as well as student revisions. The discussion zoomed out to address messages from the TNCC environment (i.e., writing practices, beliefs about writing, understandings, gatekeeping, practical details) and how they influence feedback with students. Zooming out further, similar questions were posed about departmental strengths, challenges, and suggested resources in order to compare responses from individual inquiry to the departmental voice as an example of collective sensemaking.

Overall, sensemaking theory is particularly relevant because it focuses on how individuals interpret and make sense of complex processes within organizational and social contexts such as teaching and learning environments. This study is exploratory in that the goal is to find out how TNCC faculty describe, perceive, and provide feedback. An understanding can be reached, by finding out what is happening among TNCC professors during the feedback process, through collection and analysis of the perceptions and practices that are already present. Therefore, Chapter 3 will provide a more detailed description of the data collection methods for this study.

Chapter 3: Methods

As Chapter 1 described, the problem of practice is grounded in the necessary feedback communication that occurs between professor and student during writing development. The research questions allow for exploration of the feedback process and seek suggestions for improvement. The theoretical and conceptual frameworks, discussed in Chapter 2 (post literature review), insert the notion that collective sensemaking is a major contributing factor that influences the feedback process. The feedback process mostly takes place between teacher and student, but the secondary, noteworthy influence stems from professors' interactions with one another and their common understanding of shared curriculum and feedback practices that are attached to their instructional materials/plans and professional expectations. As mentioned above, the research questions that steer this study are as follows:

- RQ 1: How do TNCC faculty describe the feedback process as part of Composition 1 students' writing development?
- RQ 2: What are TNCC faculty perceptions of the feedback they provide on Composition 1 students' writing?
- RQ 3: How are TNCC faculty providing feedback to students in Composition 1?
- RQ 4: What barriers, if any, do TNCC faculty identify to providing effective feedback for Composition 1 students?

Purpose and Contribution

The literature suggests that college students often struggle to learn to write, but writing is an essential skill because it is the foundation for future endeavors such as further education and career readiness (Coyle, 2010; Perun, 2015). In community colleges, students tend to grapple even more with development of their writing due to the need for learning support (which is sometimes met or not), challenges with time management, and impeding life circumstances (McCulloch & Leonard, 2024). Generally, best practice recommends that community college

writing professors should provide extensive, individualized feedback on writing assignments to promote growth, but Nicol et al. (2014) describe feedback, overall, as vexing in higher education due to inconsistencies among faculty members' practices. On the other hand, O'Donovan et al. (2016) argue that feedback is potentially the most powerful piece of the assessment cycle in driving student learning. Yet, very little is known about feedback practices in composition courses at community colleges–a unique audience.

Community college is often where students who feel underprepared for a 4-year institution enroll in an effort to grow their skills–like writing–in preparation for larger endeavors (Perun, 2015). The purpose of this study is to explore how professors assigned to teach Composition 1 at TNCC make sense of feedback practices and to understand how they provide feedback in response to the current departmental guidelines. This study has the potential to contribute to the advancement of knowledge about feedback practices and offers an opportunity to acknowledge evidence-based resources for community college professors who seek improvement in writing instruction.

Research Design and Site

This is an exploratory qualitative case study involving the TNCC English department. The site is a community college within the state of Tennessee. In the fall of 2023, TNCC had a head count of 3,284 students, which continues a "trend of flat enrollment over the last five years" (TNCC Information Packet, 2024). During the fall of 2023, there were 698 first-time freshmen (21.3% of student enrollment). TNCC offers more than 30 degree options, which are taught by at least 70 full-time faculty members. All freshmen are required to take Composition 1 (TNCC Information Packet, 2024; TNCC Overview, 2024). I am one of seven full-time professors in the English department. All English professors teach Composition 1 on a semi-regular, rotating basis.

A Composition 1 course is assessed by state and departmental learning outcomes. As the lead instructor for TNCC's Composition 1 courses, I have taken steps to ensure that the course content (shared curriculum) was crafted using backward design to align the desired standards with the assessments and learning activities. The main assessments are three essays, which are assigned in a scaffolded manner to help introduce students to and guide them through the academic writing process. The essays grow in length and scholarly source-type and culminate in a final research essay. Departmental data collection states: "In the fall of 2023, 87.5% of composition I students earned a C or better on their research paper submissions" (D. Carmen, personal communication, August 20, 2024). While the benchmark for research essays (70% of students earning a C or higher) was met over the last few years, it dropped in the following spring 2024 semester, and now the department is looking for avenues toward course improvement and redesign in an effort to address textbook access issues and to keep the curriculum fresh. The investigation of feedback practices in this Capstone project will help inform the decisions made about the Composition 1 course improvements. These decisions will be based on input from the full-time professors and gleaned from the data collection.

Data were collected through the following measures: 1) feedback and scoring/grading on a sample research essay (written and provided by the Principal Investigator), 2) semi-structured individual interviews that asked about the participants about their demographic information, approaches to teaching Composition 1, time spent giving feedback, process for commentary on a student essay, students' responses to feedback including revision, rubric usage, and potential resources, and 3) a focus group interview with the full-time professors that inquired about the role of feedback in Composition 1 as well as how messages from the educational environment influence feedback and departmental functions. The data were coded thematically–based on *a priori* and emergent codes–and analyzed to provide richly descriptive and transferrable,

conclusive findings and recommendations. To maintain confidentiality throughout data collection, the participants' identifying information was removed and replaced with pseudonyms (and number identifiers where applicable). Member checking was conducted in addition to follow-up interview questions and data reporting as appropriate (Hancock & Algozzine, 2017). Specifically, the study was conducted in early spring 2025. I sought to learn more about the feedback practices of the participants as well as how they describe their philosophy of teaching writing. The study contained the following components in the order of these steps:

1) An email (Appendix C) was sent inviting full-time TNCC English faculty members, who are assigned to teach Composition 1, to participate in the study.

2) Faculty members, if they were willing to participate, responded, then received and submitted the consent form (Appendix D).

3) Faculty members were supplied with the sample essay to provide feedback on and score using the departmental rubric (Appendices E & F). Participants were asked to submit their reviewed essay to the researcher (myself) 1-2 days before their scheduled interview.

4) Interviews and the focus group were scheduled. (The focus group was held a week after the last individual interview.)

5) Individual, semi-structured interviews with full-time English faculty members were conducted. These interviews were held in person, but they were audio recorded and transcribed using Zoom. The recordings and transcriptions were kept in a secure, dual verification password-protected location (UVA Box).

6) Reflective memos were written after each meeting with the participant(s).

7) All the transcripts were coded.

8) The focus group was conducted, transcribed, and a memo was written (using the same protocol as described above - see Appendices G & H).

9) Several rounds of coding took place during data analysis. Member checks were conducted as needed.

10) The analyzed data was organized thematically to present findings.

11) After peer review, follow-up interviews were scheduled, conducted, and coded in the same manner to reveal a new finding and recommendation.

Once the interviews were complete, I began the data analysis sequentially. In other words, the interviews were coded, then the focus group was conducted. This approach led to a higher amount of emergent codes during the coding process, and it enabled me to enter the focus group with informed awareness of each professor's feedback practices before addressing the collective sensemaking of the department. Therefore, due to the semi-structured nature of the interviews, I was able to ask more direct follow-up questions during the focus group due to preliminary review of the data from the individual interviews.

Case Context

The TNCC English department is comprised of seven full-time faculty members, one of whom is the department chair, and at least three of the professors also serve as lead faculty members for specific courses. A lead instructor role entails responsibilities for designing, maintaining, and disseminating the course shell (via the learning management system) as well as addressing questions and concerns from professors who are teaching from the course content. Professors (full-time and adjunct) who are teaching online are required to use the course content, but those who are teaching on campus can choose to utilize the course content, to create their own content, or to mix and match materials as they see fit (as long as the same learning outcomes are being met).

Regardless of the course delivery method and chosen instructional materials, composition professors are required to assign three or four essays, totaling 2,500-4,000 words throughout the

course, with the integration of supportive, secondary sources. At least one of the essays must focus on argumentative research writing (typically later in the course). Professors are expected to guide students through the entire writing process: invention to editing. However, this guidance can be addressed through work during class or assigned as homework. Writing conferences are encouraged and can also be held during or outside of class time. The application and timeliness of feedback is extremely important throughout a Composition 1 course because, as stated in the departmental guidelines (Appendix K), professors should provide feedback at multiple points throughout the writing process, and grades on essays should be provided at least one week before the next essay is due. Also, students should be allowed to revise at least one essay for an improved grade (D. Carmen, personal communication, August 20, 2024). The majority of the course grade should be weighted in favor of the essays. Professors are also encouraged to promote the tutoring resources that TNCC offers. Due to these expectations and checkpoints, the dispersal of feedback plays a crucial role during the Composition 1 experience.

In addition to following the parameters set forth by the departmental guidelines (Appendix K), professors are also expected to display necessary information for students to reference such as essay prompts, deadlines, grading policies, etc. Overall, essay prompts (if they deviate from those provided) should still follow typical essay format (i.e., introduction with thesis, body paragraphs, conclusion) and promote college-level writing and critical thinking skills through analysis and synthesis (D. Carmen, personal communication, August 20, 2024). All the professors in the English department have taught Composition 1, but, currently, some teach it more regularly than others.

Participants and Sampling

This study sought to include all full-time faculty in the TNCC English Department. All the participants–selected through purposive sampling–have been assigned to teach a

Composition 1 course at some point/multiple times during the 2023-2025 academic years (Hancock & Algozzine, 2017). Participants who are not English professors at this institution were excluded. Adjunct English professors were also excluded to limit the scope of this study. Participants were not paid for their contributions. The participants were recruited via email, and four of the six potential participants agreed to participate. The demographics of the participants of this study are described in Figure 6.

Figure 6

Descriptions of Participants' Demographic and Composition 1 Information

Participant 1: Darcy Carmen	**Participant 2 Christopher Nolte**	**Participant 3: Sadie Forrester**	**Participant 4: June Sutton**
45 years old	25 years old	55 years old	67 years old
White female	White male	White female	White female
Teaching for 15 years	Teaching for 3.5 years	Teaching for 21 years	Teaching for 22 years
Highest degree: Doctoral student	Highest degree: Master of Arts	Highest degree: Master of Arts	Highest degree: Master of Arts
Composition 1: Teaches 1-2 times per year English Department Chair, Learning Support Coordinator	Composition 1: Teaches 5 sections on average per year	Composition 1: Teaches every semester, but # of sections depend on rest of course load	Composition 1: Teaches 3 sections per semester
Average Comp. 1 course enrollment: 25 students	Average Comp. 1 course enrollment: 20 students	Average Comp. 1 course enrollment: 20 students	Average Comp. 1 course enrollment: 14 students

Data Collection

As principal researcher, I contacted all full-time members of the English Department via email. Of the six faculty members contacted, four agreed to participate. Those who declined provided the following reasons: 1) Medical issues and 2) Leaving the college to pursue another

profession. The four participants (see Figure 6) were contacted by email (Appendix C) and provided with background context for the request of involvement within the study. No additional materials were used to recruit participants. In addition to the signed consent form (Appendix D), verbal consent was collected prior to the start of the in-person meetings to receive expressed permission to record, take notes, and/or use direct quotes during each semi-structured interview and the focus group.

Data Tools and Triangulation

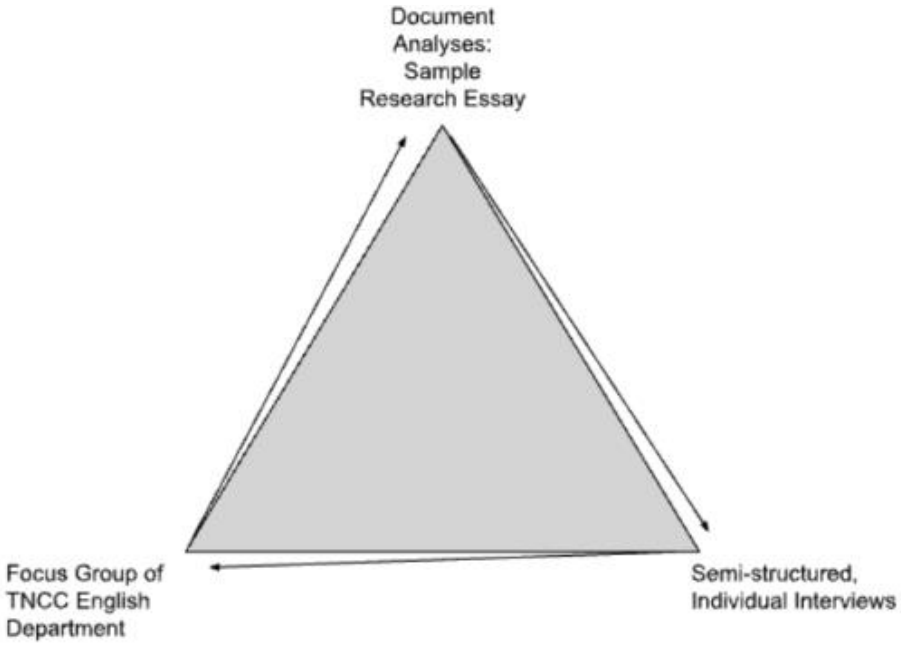
To gather qualitative data based on the research questions, responses from individual, semi-structured interviews and a focus group were analyzed through "multiple methods of data collection" (Agee, 2009; Carter et al., 2014, p. 545). To inform the interviews, the document analysis on a sample essay (with feedback applied and the departmental rubric used for scoring) was conducted prior to the individual interviews. Notably, I created the sample essay with intention to exemplify common student writing practices and errors at the Composition 1 level. The sample essay provides a baseline on which all participants can approach feedback equally for analysis.

Inclusion of the sample essays, interviews, and focus group lend themselves to qualitative study because they allow participants to share thoughts, opinions, and emotions in response to the problem of practice. Further, in an effort to suspend bias, the generated data was collected using a trustworthy protocol (Hatch, 2002; Jacob & Furgerson, 2012). Any field notes were stored alongside the interview recordings and transcripts in UVA Box. Please see Appendix E for the document analysis protocol and sample essay provided. The departmental rubric is included in Appendix F. The interviews and focus group were held in person, but a Zoom meeting was used to record the conversation to ensure accuracy during analysis. Participants were made aware of the use of the recording tool and proper storage. Appendices G and F

include the sample interview and focus group protocols including questions posed to the participants. The inclusion of the document analyses, interviews, and focus group create an opportunity for method triangulation of the data (Carter et al., 2014; Hatch, 2002). Also, Appendix B provides a data collection matrix for visual illustration of triangulation (Figure 7).

Figure 7

Triangulation of Data Source Collection



Sample Essay. I wrote the sample essay to resemble a typical Composition 1 student's submission of the research essay. The essay included common errors that students tend to make and learn to address throughout a Composition 1 course. The essay's topic was an argument about why Daylight Saving Time should continue to be followed in the United States. The essay was about three pages long, and it included an introduction, four body paragraphs, a conclusion, and a Works Cited page (MLA format). The following errors were purposefully included:

- Missing page number/right side MLA heading
- Use of research in the introduction

- Use of contractions
- Use of second person pronouns
- Missing paragraph indentations
- Lack of clarity with topic sentences in body paragraphs
- Issues with transitions
- Inconsistencies and underdevelopment within the argument/logical reasoning (content)
- Use of sources that lack some credibility
- Works Cited page:
    - Missing hanging indentation
    - Incorrect title case
    - Incorrect listing of authors' name(s)
    - Incomplete source citation (URL only)

The errors that were included within the sample essay were also provided in alignment with the departmental rubric (Appendix F). The rubric features the following scoring criteria categories: Introduction/Conclusion (15 points), Argument (20 points), Organization (15 points), Supporting Evidence/Body Paragraphs (25 points), Citations/Format (15 points), and Grammar/Conventions (10 points). The criteria are weighted differently, which are indicted by the point values in parentheses next to the scoring criteria listed to equal 100 points. Because of the errors listed above, the sample essay should be graded as a high D (66-69%) using the rubric scoring criteria. For example, the argument section of the rubric focuses on the set up of the thesis statement as the promise to the reader about the direction of the essay's content: The thesis in the essay reads as follows: "Daylight Saving Time should continue to be followed in the United States due to the benefits it provides for people and businesses, and while some may disagree or say that it's unhealthy, it is best for all states to follow the same rules" (Appendix E). This thesis would likely fall in the C column of the rubric scoring under the Argument category with the following

description: “Adequate word choices present a focused, argument-driven thesis statement, which may not be placed at the end of the introduction, but does identify topics consistent with the essay’s assignment” (Appendix F). The B column of this category states that the thesis is placed at the end of the introduction, which it is, and the D column of this category states that the argument is somewhat weak, which it is; therefore, the C column of the rubric for this category is the best fit in this case. The rubric provides objective standards to the subjective nature of grading (as demonstrated in this example) to create a common baseline for evaluation. To improve clarity for this baseline, the rubric also includes definitions of key terms used within the scoring criteria to promote consistent understanding for users’ (i.e., professors and students) perceptions of the expectations for essays that receive an A-F letter grade.

When disseminating and gathering the sample essays (after consent forms had been collected), the participants were given at least a week to provide feedback on the sample essay and return it to me before the individual interviews were conducted. Each participant submitted their essay at least 1-2 days prior to their interview. The exclusionary/inclusionary criteria for coding the documents were determined in alignment with the rubric categories. The essay was created to simulate a draft of the final, argumentative research essay during a Composition 1 course, and the participants evaluated it as such. The participants were not explicitly informed of this intention—beyond the cover letter/email that accompanied the request for the feedback on the document (Appendix E)—but some of the participants mentioned this intended perception as their view of the sample essay during their initial interview (P2_Interview_30; P3_Interview_23). The cover letter/email to the participants with the sample essay stated that the assignment prompt for the “student” writing was for a research essay and to approach the feedback in the same manner as a submission in their own Composition 1 course. The cover

letter asked that the participants also complete and include the rubric as usual before they returned their document to the researcher. This cover letter was approved by the IRB (Institutional Review Board) and revised by a committee member. Minimal follow-up questions were asked about the feedback on the sample essays, apart from what is listed in the interview and focus group questions (Appendices G & H), since the essays underwent extensive document analysis separately. During the interview, the participants were asked about how the specific elements of the conceptual framework (i.e., writing practices, beliefs about writing, understandings, gatekeeping, practical details) influence their feedback process in general and on the sample essay provided.

Interviews. After the sample essay was collected and reviewed, the semi-structured interview for each of the four participants were each held in-person, individually, in each of the participant's office spaces. Each of the interviews lasted approximately 30 minutes using the interview protocol described in Appendix G. The interview protocol also depicts which questions are aligned with the conceptual framework elements. The conceptual framework influenced the protocol's development by providing relevant sub-questions underneath the original interview questions (stemming from the research questions), which added structure to the follow-up questions asked and helped to predetermine *a priori* codes.

After the coding, data analysis, and drafting of Chapters 4 and 5 took place, follow-up interviews, as well as some member checking, were conducted to ensure breadth and depth within the findings and alignment of the resulting recommendations. The follow-up interviews were conducted in the same fashion as the initial interviews, using the same protocol, but new questions were asked (see addition to Appendix G). These questions were created based on gaps found during committee peer review. When approaching the participants for the follow-up

interviews, and to resituate the conversation, the additional questions were posed as a prologue to the initial interview. These questions operated as a deeper investigation into beliefs about writing in response to the reported feedback practices.

Focus Group. After all of the initial interviews were conducted, then the focus group was conducted a week later. This timing was consistent with IRB protocol, but it also offered a healthy space between the earlier data collection efforts before the collective discussion took place amongst participants. In other words, the participants were still familiar with the topic at hand, but they were not repeating their responses from the previous interview. The focus group included all four participants and took place in-person in a classroom in the Humanities building at TNCC. The focus group lasted one hour. Specifically, question 4 on the focus group protocol (Appendix H) addressed the messages from the environment elements of the conceptual framework, which asked the participant to consider how these elements (i.e., writing practices, beliefs about writing, understandings, gatekeeping, practical details), if at all, inform their feedback and work with students. Along with the other questions, which were aligned with this study's research questions, this gave way to shared discussion about feedback practices and writing instruction—a demonstration of collective sensemaking within TNCC's English department.

Data Analysis

Using the described data sources, data analysis was conducted initially through the creation of *a priori* codes based on the research questions posed at the beginning of this study. The codes used in/exclusionary concepts (i.e., feedback descriptions/barriers, sensemaking, etc.) to specify categorization of the data (Bazeley, 2013). These codes were reviewed by the faculty advisor. The interviews were recorded, transcribed, and reformatted per each interview question

and categorical columns (i.e., data source, location, code, data segment, data collection notes, and memos) in order to be assessed and coded properly (Jacob & Furgerson, 2012). Participant demographics were labeled separately. The codebook (Appendix I) was further organized by definitions and inclusionary/exclusionary criteria in column C (Bazeley, 2013). After an initial round of coding, emergent codes were added to the codebook, and the data was analyzed iteratively. This process ensured a documented, systematic approach while also incorporating room for new insights to evolve. While coding the interview/focus group data, I added analytic memos to keep track of additional, relevant thoughts, memories, and potential avenues for analysis. These notes and memos served to deepen my understandings and reflection of my process in the role of the researcher. After the interviews were coded, then the focus group was conducted. After the focus group was transcribed and coded using the same codes as the interviews, another round of coding was conducted to identify emergent and recurring themes.

During document analysis, the feedback comments, end notes, and rubric scores were also cataloged within the codebook. After committee peer review, the document analysis was revisited to specify the analysis of the sample essay data, beyond usage as examples of feedback, in relation to the follow-up interview data. Since the sample essay data acts as demonstration of the participants' feedback practices, it was cross-referenced with the interview and focus group themes/findings, then synthesized to deduce connections between the participants stated and demonstrated feedback practices in alignment with their reported philosophies about "good" writing.

During data analysis, preliminary interpretations and findings were presented. Once the findings were outlined, then another round of coding took place to solidify the findings. The quoted data was transferred to Chapter 4, which is organized thematically based on the findings.

Discussion of the findings is grounded in collective sensemaking theory from the study's conceptual framework, which provides alignment and inspiration for the recommendations of this study.

Data Interpretation Process

The data sources were processed after the interview transcripts were transcribed from the audio recordings of the meetings, reformatted, and stored in UVA Box. Then, the responses were organized under the data sources in the codebook and transferred accordingly. In the codebook, pages were created to separate the data types. The codes were color-coded and used uniformly for each data source. Each transcript was coded by *a priori* codes according to each participant's data segment, which were categorized by column. Memos were included for each participant and color-coded as well. (See codebook except - Appendix I). The demographic data was also labeled. Any sidebar (conversational) material was sifted out of the interview responses and omitted or noted in the "Data Collection Notes" column. The sample essay was coded in the same manner, but instead of organizing data segments by participants, the feedback comments were categorized by the portion of the essay which they addressed (i.e., introduction, body paragraph 1-4, conclusion, Works Cited page, and rubric).

Once all the data was organized, the data was reviewed again per *a priori* codes and reassessed for emergent codes and overarching themes/patterns. Next, emergent codes were added, and the data was re-coded alongside reflection via analytic memos (again) and peer review/discussion (Appendix J). Using Saldana's (2021) "generic" coding methods, I focused on attribute coding to organize and manage all data before moving on to structural/holistic, then descriptive coding for the document analysis and pattern/focused coding for the interview and focus group transcripts (p. 64). This process helped to maintain control of all the data collected

while also providing an iterative practice for being acquainted with the data content and participants, considering appropriate methods for putting the information into conversation, then outlining Chapter 4 effectively to present the data and findings with evidentiary support. Finally, the data and codes were considered thematically and categorized as such. This process included another round of peer review with my faculty advisor to ensure the data and codes were described and categorized effectively, and aligned appropriately, with the problem of practice, conceptual framework, and related literature. Iterative review was given to the soundness of the thematic statements and the interpretations of the findings.

Ethical Considerations: Phases, Procedures, and Timeline

After IRB approval, as principal researcher, I presented and collected the consent form (Appendix D) from each participant. I reaffirmed the consent at the beginning of each interview and the focus group. Participant identifiers (names) were removed from the data and replaced with pseudonyms/numerical identifiers. These identifiers were kept separately for contact purposes (member checking) only (Hancock & Algozzine, 2017).

As mentioned previously, the data and materials were stored using UVA Box, which is a secured, password-protected virtual location, in order to respect confidentiality and privacy of the participants. All data and materials were only accessed during the times when the study was being conducted, then filed away when work was not in progress, which prevented others from accessing the participants' information. UVA Box is available for long-term storage of study-related items. The data was analyzed individually, then coded thematically, which resulted in aggregate data reporting and discussion. The consent form reminded participants of the option to withdraw from the study at any time. If a participant had decided to withdraw from the study, their data would not have been included and would have been destroyed. However, the consent

form also stipulated that not all individual data contributions could be removed from the focus group discussion. Overall, this study did not directly benefit the participants.

Positionality/Researcher as Instrument

My positionality as the researcher is rooted in my work as a doctoral student focusing on Curriculum & Instruction with an emphasis on Instructional Design and Technology at the University of Virginia. I teach Composition 1 and 2 as well as Early and Modern American Literature at TNCC, and I was interested in learning more about the feedback process during writing instruction. I have more than a decade of teaching experience. I have also successfully completed all the required courses for the Ed.D. program at UVA.

In my role as the researcher, I disclose that I have worked at the research site (TNCC) since 2016. During this time, I have been hired by and worked with the participant(s) of the English department in various professional capacities (e.g., teaching colleagues, committee membership, project development, etc.). For years, I have held the position of lead instructor for the Composition 1 (as well as Composition 2 and the Early and Modern American Literature) courses. This positionality directly involves responsibilities with building, updating, and maintaining the online course content and copying shells into professors' course sections each semester. This positionality may have influenced the data collection and interpretation process due to professional connections with the participants, but no supervisory position is held. Therefore, the findings of this study have the potential to greatly influence the departmental guidelines (Appendix K), and resulting expectations, of English professors at TNCC.

Integrity and Trustworthiness

To enhance the integrity and trustworthiness of the procedures for this study, triangulation of the data was utilized through design, execution, and analysis conducted. The multiple methods of data collection worked to provide several avenues for analysis, which led to

synthesis of information within the findings (Carter, 2014). All protocols and interview questions were developed with alignment to the research questions, literature review sections, and theoretical and conceptual frameworks in mind. This development was crafted to ensure that a line of connection was present through every element of the study. As stated, during data analysis, analytic and reflective memos were written to track my perceptions, interpretations, and thought patterns during the coding process (Yin, 2018). Furthermore, member checks were conducted twice (for two participants) after review of the interview transcripts and recordings was completed. Also, peer review was conducted regarding the coding process, mostly with my faculty advisor, as well as a final review of the project via my Capstone committee. In addition to overall review, the committee brought attention to any disconfirming evidence and ensured the purposefulness of the problem of practice. These purposeful measures were taken to reduce bias and to enhance reliability and validity of the findings and recommendations (Hancock & Algozzine, 2017).

Delimitations and Limitations

This study necessitated delimitations regarding the scope of the data collection and design permitted by IRB standards. The scope was focused on full-time professors within the TNCC English department and, while participants were encouraged to be involved for the duration of the study, they also were also informed of their ability to withdraw from the study at any time. Additionally, another delimitation, as described in Chapter 2, the collection of sources in the literature review was filtered to exclude articles including information about students whose first language is not English in order to focus on college-level writing exclusively.

The limitations of this study were also bound by specifications from the IRB regarding use of student data/information. The study design evolved away from document analyses of archived student essays with original feedback included and pivoted toward providing a sample

essay on which participants displayed the feedback they would give during a typical grading cycle. This redesign of the study offered a unique angle from which all the documents were analyzed using a shared foundation (instead of varying student examples). The following chapter provides case descriptions of the participants and discusses the findings based on the data collected.

Chapter 4: Participant Cases and Findings

This chapter begins with a case summary of each of the four participants in this study. As Chapters 1-3 outlined, the focus of this study is to inquire about descriptions, perceptions, barriers (if any) and how feedback is practiced among full-time English professors at TNCC. Each case describes the participants' general background, then provides a thematic summary of the feedback approaches that emerged from analysis of the data sources: document analysis of a sample essay, one-on-one individual interviews, and a departmental focus group interview. After introducing the participants, their perspectives on "good" writing, and their approaches to feedback through cases, the emergent findings across the cases are discussed. These findings include: 1) the participants' beliefs about writing influence how and why they provide feedback and evaluate essays, 2) the participants' articulated similar descriptions of what feedback is, but differing perspectives and influences on the feedback process, 2.1) three out of four participants report the necessity of positivity within feedback and the challenges of engaging students with the given feedback, 3) each participant follows a different revision protocol, which extends to their gatekeeping practices and other practical details that influence their teaching, 3.1) three out of four participants named barriers to providing feedback such as copious time and details involved and the need for iterative application, and 4) the participants have a collective sense about the meaningful nature of feedback but also that feedback is not applied effectively in the Composition 1 environment.

Case 1: "Darcy Carmen"

Professor Carmen is 45 years old. A white female who has been teaching for 15 years, Professor Carmen holds Bachelor and Master of Arts degrees in rhetoric from University of Tennessee Chattanooga. She is currently a doctoral student studying Educational Leadership at

East Tennessee State University (ETSU). As compared to the other participants in this study, Professor Carmen teaches Composition 1 less often–once or twice a year–due to her dual administrative roles as department chair and learning support coordinator. She most recently taught one section of Composition 1 in the spring 2023 semester with an average course enrollment of 25 students.

When asked about her definition of "good" writing, Professor Carmen said: "It's getting your point across with purpose and in response to the audience, which is done by showing critical thinking skills and demonstrating analysis—both of which I expect from students at this level (P1_Follow-up Interview_2-3). Professor Carmen is referring to the writing skills that she expects Composition 1 students to develop during their time in the course.

Analysis of Professor Carmen's sample Composition 1 essay indicated that she provides feedback in complete sentences, but she does not string multiple sentences together to create larger comments. Within her comments, Professor Carmen asks questions. For example, she wrote, "Can you see a way to make a more substantial argument, or make a stronger 'why'?" (P1_Document_Introduction). Professor Carmen also offers encouragement and direction while acknowledging the purpose of many pieces of the essay (i.e., argument, transitions, clarity, etc.): "You cover multiple sides, which is good. Work on presenting those arguments clearly. Transitions will help organize and explain. Revising for clear phrasing will help, too" (P1_Document_Introduction). Professor Carmen included an endnote, which synthesized the sample students' strengths, next steps within the essay writing process, and offered references to available resources. She wrote:

> Jackie, I can see that you worked hard on this essay. You have good sources, and you have addressed multiple angles of the issue. The next step is to make sure that your

> thesis and topic sentences are clearly addressing your argument. Focus on emphasizing to the reader why your arguments are important. Transition words and phrases will help with that, too. If you need help with your revision, see me or a tutor (TLC in the library or tutor.com link on the course home page). (P1_Document_Endnote)

As noted in Chapter 3, each sample essay document provided to participants included the department rubric in order to ascertain whether/how they might use it. Professor Carmen highlighted the C and D sections on the rubric and scored the essay as a 65% D (see Appendix F for a copy of the rubric).

During the individual interview, when asked to describe her approach to feedback, Professor Carmen stated that her feedback approach is:

> Usually [to] open the first [essay], and I try not to over-comment. That's difficult sometimes, because this is my main way of communicating with students. If everything needs work, then I really have to make sure that I'm not over-commenting, but also that I'm giving them enough and hitting the global errors. (P1_Interview_40-41)

Professor Carmen elaborated more on her concern with "global errors" as a main point of focus while providing feedback:

> I am aiming for those global errors: something that they will need to know to succeed in essays in English, but also other places. And I try to be encouraging, so I try to give lots of positive comments: You did this well, or this, even if the rest is terrible, or this is a really good start. And here's where we pick up from there…especially if the paper is really poorly written. I always try to do something like: I can see that you've tried really hard or that you've worked a long time on this… So that they're feeling like there's some reward and encouragement there. (P1_Interview_46-50)

Despite these efforts, Professor Carmen stated that feedback can also be discouraging for her if she:

> …spend[s] a lot of time on this [feedback] and not have it go anywhere… There's a lot of students out there who are good with a C or whatever as a course grade. And they're just not really paying attention to what I'm telling them. So yeah, I feel like sometimes I'm doing more work in the course than the individual students. So that part is really frustrating. If we could ever find a way to 'force' the revision, that would be helpful. (P1_Interview_73-75)

Also, during the interview with Professor Carmen, the topic of revision came up a few times. Professor Carmen explained that in her courses: "Revision is not required. But I offer it and encourage it. I offer revision for everyone" (P1_Interview_34-35). She went on to say that,

> If they're [students] going to do revision, they have to do the marked changes, or use a different font, or show in some way, so that I know they're actually looking at the changes, and they're supposed to respond to them. They might say: 'This is why I changed it.' Sometimes they don't always achieve that. But as long as they're doing something for me to see, then I know they have looked at it. They haven't just gone through and corrected a comma and turn it back in… There's some work involved. (P1_Interview_34-35)

The topic of revision emerged as a theme across cases and will be discussed later in this chapter using a synthesis of the participants' insights and instructional strategies from their Composition 1 courses. As the quotation above indicates, Professor Carmen allows (but does not require) revision and also has specific expectations for how students revise their essays such as inclusion of a memo/reflective paragraph along with the resubmitted essay (P1_Interview_36).

When asked about the teaching load for Composition 1, Professor Carmen reported class sizes of 25 students or more and, when asked about time spent providing feedback, she said:

> It takes me several hours to get through an entire set of essays. So, if I have multiple classes, it will take me the full 2 weeks to get all the essays back… Which is probably just standard practice out in the world. In English departments, I mean, so that stands out in my mind. I definitely want to give them feedback before the next essay is due [each month]. And that way, in two weeks [later], it usually gives students enough time to think about it, do a revision, and get the essay back in. (P1_Interview_22-25)

Professor Carmen's statement reveals her perception that providing feedback is a time-consuming process, particularly while teaching multiple sections, which requires careful planning and consideration of deadlines throughout each semester.

In the focus group interview, interestingly, Professor Carmen's lens was focused less as a composition professor and more from the perspective of department chair. As department chair, Professor Carmen sets the departmental guidelines (Appendix K) for expectations regarding shared practices among professors. She was a reflective participant and her contributions to the focus group were more about emphasizing or noting contributions that would be useful for her leadership efforts as department chair. For example, when the group was discussing additional resources that may be needed, she said, "Well, I'm mentally taking notes. Apparently, grade norming was something that we really liked, and the anchor papers, I think that would solve a lot of access issues" (P1_Focus Group_256). A few minutes before, when the group was talking about professors feeling (or lacking) a sense of connection to the department, Professor Carmen commented, "But I think that is still a challenge to make sure that people feel connected, and I know that I feel more connected with the dual enrollment instructors compared to other people

who teach with us" (P1_Focus Group_ 228). She appeared to acknowledge that the key to a cohesive departmental approach to feedback practices is likely rooted in connection related to personal (self) and collective senses of efficacy (Graham et al., 2022; Helms Mills et al., 2010). Overall, Professor Carmen shared some insight into her teaching and feedback approaches in Composition 1, but she also addressed how her department chair leadership may be influenced by the investigation of this study.

Case 2: "Christopher Nolte"

Professor Nolte is a 25-year-old, white male who has been teaching at TNCC for three and half years. He holds Bachelor and Master of Arts degrees in English from ETSU and University of Tennessee Knoxville respectively. He has taught an average of five sections of Composition 1 every semester during his teaching career in higher education with typically 20 students per class for a total of 350 students.

> In response to being asked to characterize "good" writing, Professor Nolte stated:
>
> Well, what we call good writing, that really depends on the context and purpose of the writing. So, I guess our purpose here is academic writing, on a broad level, it'll be something that conforms to various grammatical, structural, and linguistic standards. Writing that engages in clear communication and is not particularly challenging to read. Writing that communicates unusual, insightful ideas, and uses evidence to back it up. (P2_Follow-up Interview_2-5)

Professor Nolte's description of "good" writing reflects his notion of strong academic writing, which is typically the developmental goal during a Composition 1 course.

Analysis of Professor Nolte's comments on the sample Composition 1 student essay indicate that he offers short, concise notes like: "comma splice" (P2_Document_Introduction) as well as longer explanations such as:

> Your topic sentence should be opinionated, i.e. a mini-thesis you must defend. This assertion is not too opinionated, as anyone would agree with that. Your paragraph seems to be arguing for health benefits regarding exercise and mental health, so your topic sentence should reflect that. (P2_Document_Body 1)

The content of his comments included higher- and mid-order concerns including notes about thesis construction: "Decent thesis: you express an opinion that you must defend. You might want to be a bit more precise. For instance, you could name these benefits directly" (P2_Document_Introduction) and MLA style including source reputability: "Need full MLA WC entry. Under no circumstances should you simply put in a URL. Moreover, I would avoid Forbes, as it is not a scholarly source" (P2_Document_Works Cited). His comments offer a strong voice that shows interaction with the text by not only pointing out areas for improvement but also explaining why that improvement would be beneficial to the quality and clarity of the writing.

Professor Nolte provided an endnote that reviewed the sample essay on a broader scale with suggestions for current and future actions. He used the rubric and provided a numbered score for each section of the rubric yielding an overall grade of 64% D. Professor Nolte's endnote reads:

> Jackie, your essay has an effective thesis, and in general you have some decent sources to back your argument up. However, there are persistent issues with organization and development of argument. Your paragraphs do not start with opinionated topic sentences,

> and at times you seem to group ideas together at random. There is little "flow" here, and readers would have trouble putting together the case you make for keeping DST. Clear topic sentences make for easy reading. Furthermore, your refutation paragraph does not successfully refute any opposing points of view. You should at least make a case for why the benefits outweigh the downsides. A single sentence cannot effectively dispose of the ideas you mention there. Outside development of argument, there are issues with citation (persistent failure to introduce sources properly and issues with WC page) and wording. In the future, please turn in a rough draft so that I can give you feedback and help you succeed. Many of the errors here are common to drafts and could be ironed out, producing a much better paper. Please let me know if you need any help with our future assignments. (P2_Document_Endnote)

This endnote opens with a positive statement, then reviews all the evident areas for development within the essay. In between the comments for improvement, Professor Nolte, in a formal, yet understandable manner, also speaks to teachable moments such as "…Clear topic sentences make for easy reading…" and "…A single sentence cannot effectively dispose of the ideas you mention there…" (P2_Document_Endnote). He further positions his commentary within the context of the course and offers advice for working through the draft with revisions to create a stronger, final written product.

During the interview, Professor Nolte was asked to describe his feedback approach. Professor Nolte said:

> So, in terms of what I tend to like to do are drafts and final versions, I tend to spend more time, honestly, giving feedback in some form on the draft than on the final version, because there's not really as much ability to like fix the paper itself later. … I tend to

> really care a lot about drafts especially. I try to be very, you know, precise about everything, but I always get kind of afraid that something [a comment] will come off like a drill sergeant. I try to have at least a couple of positive elements of feedback. (P2_Interview_17, 27-28)

Professor Nolte discussed his approach to feedback more in regard to how he engages with writing and his own perception of the writing process. He stated:

> Obviously, you want to be very precise with the good and the bad. But it's really important to try to be, in my opinion, encouraging. Not just like, okay, this paper works, it doesn't, or you did this well, but you didn't do this… There's an emotional intelligence aspect as well, which is kind of hard to quantify. (P2_Interview_41-42)

Further, Professor Nolte added:

> I try, very much, not just to view the paper as some kind of exercise in writing, which obviously they are in many ways an exercise, but I try to engage with them [students] for their ideas and their content, and all that kind of stuff, which can actually be very challenging. I think that's some of the tougher work. (P2_Interview_43-44)

Like these excerpts, Professor Nolte's interview responses consistently emphasized concern about the deeper elements of writing (i.e., critical thinking, conceptual reasoning, and emotional reaction).

When asked about revision, Professor Nolte discussed his process for handling revisions. He said, "I try to give large amounts of feedback, so that the revision process will be a little bit easier, so students can clarify the writing and do as well as possible on the final draft of their paper" (P2_Focus Group_21). As another piece of the writing and revision process, Professor Nolte explained: "I tend to give less feedback on the final draft. I tend to make more general

comments, going through it…to make more general, broad comments about the paper itself. But I give the most precise and really intense feedback for drafts" (P2_Interview_31-32).

Also, when asked about time allotted for feedback, Professor Nolte quantified the amount of time he spends giving feedback on a Composition 1 essay: "Maybe let's just say, I spend about 10 minutes on a draft" (P2_Interview_16). Professor Nolte shared that his feedback process includes more than one round of feedback in general, which is somewhat different compared to the other participants, since he reads each essay multiple times throughout the writing process.

During the focus group, Professor Nolte appeared hesitant to jump into the conversation, contributing approximately six times as compared to Professor Forrester who spoke up at least 14 times, but, when he did, he offered strong additions that were respected by the other participants. For example, Professor Nolte stated:

> At least from what I've noticed, we really have a huge variety of student writing skills. So far, I have not been able to establish: What is a normal student? Because it's like they're all scattered in terms of writing quality. In an average class, there are people who can just excellently master these conventions because they took AP English. There are people who are 'in between' people, who are kind of struggling, but are still doing some decent things. There are people who have profound deficits with language, either through learning issues or perhaps they're ESL speakers. So, I guess one thing that's just kind of challenging is that there isn't much of a norm, you know, that can be kind of challenging. (P2_Focus Group_239-242)

The other participants were amenable to Professor Nolte's observations about the spectrum of student types that frequent community college composition courses.

Case 3: "Sadie Forrester"

Professor Forrester is a 55-year-old, white, female who has been teaching for 21 years. She earned an associate's degree from Roane State Community College and bachelor's and master's degrees from Ohio State University. She has taught Composition 1 every semester–except this one (due to a higher need for Composition 2 in the spring)–since the beginning of her teaching career. Like most community college professors, Professor Forrester's typical teaching load is five courses in the fall and five courses in the spring. Her Composition 1 class size is usually about 18 students. In the fall semester, Professor Forrester tends to have three or four sections of Composition 1, but in the spring semester, she only has one or two sections of Composition 1 but also teaches writing in order courses.

When asked to define "good" writing, Professor Forrester said it should be "organized, well-chosen words, stated in precise, concise language with good sentence structure and variety" (P3_Follow-up Interview_1). Professor Forrester's definition of "good" writing focuses on writing execution and form more than content—especially during a Composition 1 course.

In document analysis of the sample Composition 1 essay provided, Professor Forrester's feedback contained the most commentary compared to the other participants. For example, within the introduction, Professor Forrester offered 7 comments as compared to other participants who offered 2, 4, and 5 comments. Her comments included statements like: "Avoid contractions in formal writing. Revise the rest of your essay, eliminating use of all contractions," "Faulty parallelism," and "Although your essay's thesis statement is well placed, revise to reorder the points, correct parallelism, and eliminate the contraction. Also, always present the points your essay will make in the order they are presented" (P3_Document_Introduction). Professor Forrester highlights sections of writing and annotates them individually. This leads to a

higher number of comments and also demonstrates directed focus on a range of writing elements such as grammar and syntax to thesis and paragraph structure.

Professor Forrester's comments on the essay would often be quite directional. For example, she wrote: "Be sure that all of your essay's body paragraphs begin with a transition, clear topic sentence that indicates what the paragraph will be about, 2-3 examples/supports w/evidence, and end with a clear summary sentence" (P3_Document_Body 1-2). Some notes, though, were more open-ended: "This paragraph needs more development" (P3_Document_Body 1-2). Professor Forrester also offered comments that tackled the students' rhetorical movements within the essay: "Avoid pointing back to other parts of your essay; instead, state the point in a manner that is not redundant, and give the information needed to support that point," "This statement is contradictory," and "This paragraph needs support, so citing from those "other articles" would be desired here" (P3_Document_Body 3-4). Along with pointing out flaws in grammar, paragraph structure, and rhetorical patterns, Professor Forrester also focused on MLA formatting in her feedback.

Professor Forrester made note of MLA style and other college-level writing expectations that should be present in a Composition 1 essay. She did this through notes like: "Introduce quotes/paraphrases. Revise the rest of your essay, ensuring that all quotes/paraphrases are introduced, as well as explained. Consult the writing resources available in the course content for guidance on quotes and paraphrases," "Avoid informal, trite word choices," or she offered more extensive instructions like:

> Your essay's work(s) cited page should follow MLA formatting guidelines for both the page and the entry(ies). Consult the textbook, Writing Resources Module, and/or Purdue OWL's MLA Works Cited page resources to see examples. Also, avoid providing only

> the URL. A complete entry is necessary and be sure to evaluate the credibility of all sources. While *ProCon* is helpful to gain insight, you can follow the links provided within *ProCon*, and select credible sources from those instead of *ProCon*. (P3_Document_Body 1, 4, Works Cited)

In addition to her specific commentary on many components of the essay, Professor Forrester also used the rubric, highlighting the criteria in each row, and she provided a numbered score next to each section. Her final grade for the essay arrived at a 75.99% C. She included a brief endnote containing a positive affirmation with suggestions for revision and use of available resources:

> Your essay is thoughtful. If you haven't done so, consider using tutor.com and/or TLC for assistance to receive extra credit (follow the Extra Credit Instructions). Also, be invited to revise (pay close attention to the annotations and rubric criteria and use that to drive your revisions). (P3_Document_Endnote)

Professor Forrester often suggested a review of the entire essay again, while looking for the specific error(s) noted, as direction for revision alongside utilization of the resources provided in and outside of the course.

In the interview, when asked to describe her feedback process, Professor Forrester explained:

> I try to give them resources to get to, for example, we have the writing resources module for Comp. 1 and Comp. 2, and that compiles all kinds of different areas [of assistance]. So, a lot of times, I'll put in comments: 'See writing resources, Grammar Helpers,' or whatever the case may be, so they can help themselves. (P3_Interview_47-48)

Professor Forrester also discussed why and how she has adapted this process for giving feedback:

> Early in the writing process, learners probably need more clarity. They need more resources, and they need more direction. But then, as they move through, like I said, I try to back out of that. I feel like, if it's not a learning process, it's just a let me 'go do what she said process.' Then it doesn't benefit the students. And that's another reason that I allow the revisions, because they [students] learn to write when they revise. I mean, research suggests that if you just tell a student, 'Hey, this is what's wrong and here's what's right,' and never give them the opportunity to go back and fix it, then their probability for success later drops a lot. It can actually be negative. (P3_Interview_39-44)

When asked about revision as an extension of the writing and feedback process, Professor Forrester detailed the process she undergoes with students:

> I give them the option to [revise], and they get extra credit for it. I let them know that within a week, or at least a week prior to the next essay being submitted, that if they'll dig in to fix, correct, and revise their essays and resubmit that it will improve their grade as well as earn them some extra credit points. If they, at that point, reach out and involve a tutor, again, regardless of whether it's their first or second time doing it, and, in addition, I will never give them more than half points back, though. I feel like allowing that full credit back sometimes prompts students to turn in subpar work [prior] knowing they can just resubmit for full credit. They're free to ask questions, gain clarity, whatever it is they need to do. And, of course, they need to submit proof of their revisions in the form of highlights or bold–things like that. (P3_Interview_24-32)

Furthermore, when questioned about the amount of time that Professor Forrester spends providing feedback, she said:

> A lot. It depends on the level of the course whether it's Comp. 1 or Comp. 2, or a literature course. It also depends on where they're at in the process of essays. So, in the early essays, I tend to spend more time because I give them a bit more pointed, specific feedback. And then, as I move through the course, I transition to where I'm just going to highlight your problem areas. And then you need to figure out, okay, what's wrong? Because I feel like that helps them learn. … So, I would say, I spend probably 15 minutes per essay–a lot would be 20. If the student really needs direction, I would say up to 30. But, on average, I would say, 15. (P3_Interview_17-18)

Like her colleagues, Professor Forrester spends an average of 15 minutes grading each individual essay with class averages of 20 students and a course load of five classes per semester.

In the focus group, Professor Forrester contributed most frequently compared to her colleagues. She discussed her common feedback strategies and her perception of how these are received by students. When asked about the role of feedback during Composition 1, Professor Forrester said:

> Because most of them either didn't get a good handle on grammar in high school, or maybe they haven't been in a writing course in a very long time, so it [Composition 1] is very, very important. It sets the stage for their writing throughout their entire academic career." (P3_Focus Group_15-16)

Professor Forrester also stated that keeping a list of comments and asking questions are some of the main strategies she uses while providing feedback: "I have a running document that I pull up every time I grade discussion boards and essays, and I have just random comments listed on that,

and I have them divided by like introduction, body paragraphs, conclusion" (P3_Focus Group_94-95). Professor Forrester also said, "...often I'll ask questions [when giving feedback]. Can you reword this so that it is clearer for your reader? You have a great idea, but I'm not sure that it's coming across as you would like it to… Things like that" (P3_Focus Group_87). Throughout the interview and focus group, Professor Forrester demonstrated familiarity with the student population that TNCC serves, and she provided extensive details about her feedback practices and teaching tactics for Composition 1.

Case 4: "June Sutton"

Professor Sutton is a 67-year-old, white, female who has been teaching for 22 years. She earned her bachelor's and master's degrees from University of Tennessee Chattanooga. She teaches Composition 1 about six times a year with average class sizes of 14 students.

When Professor Sutton was asked to describe "good" writing, she said it should be "organized in a way the reader can follow. It's nice when it [the writing] uses quality diction and supporting sources to show that the writer understands what they are saying by backing themselves up—their argument—with evidence" (P4_Follow-up Interview_2-4). Like Professor Nolte, Professor Sutton also stated the need for writing to demonstrate support of claims with evidence alongside the necessity of organizational structure, which Professor Forrester mentioned, too, as a component of "good" writing.

Analysis of the sample essay provided showed that Professor Sutton's comments on the document were direct and concise. Most of the comments are not written as complete sentences and capitalization was rarely used, for example: "transitions from one subject to another are needed in this paragraph" (P4_Document_Body 1). The content of the annotations focused on smaller details or pointed out areas where support was absent with notes such as: "3rd person,"

"page #," "combine," or "why? you are not supporting your assertions with proof" (P4_Document_Introduction, Body 1-3). A few comments about MLA were included as well: "Entries are not in MLA style" and "italicize journal titles" (P4_Document_Works Cited). Professor Sutton offered an overarching comment at the top of the essay: "You do not support your thesis in the body paragraphs" (P4_Document_Introduction). The rubric was not scored, but in conversation during the interview, Professor Sutton said she would have given this essay a "70" C- (P4_Interview_55).

During the interview, Professor Sutton described her feedback approach in the following way:

> Well, I look at it in 2 phases: I look at some of the less important issues first…those that are easier to identify like spelling, common usage, those kinds of things, then MLA style. And then, I look at the thesis to see that they've supported everything. And, I look at the global issues last and mostly limit my comments to those" (P4_Interview_21-25).

She added:

> I respond to students in first person. I phrase it [notes] to them in second person: 'You need to do this, or you did a good job here.' One strategy I use to help them understand that I am talking directly to them, since it's written, is that I don't have long paragraphs of explanation of their grade, or what they did, because I think that's a little bit intimidating. So, I've always done that, even when I used to hand grade, I didn't write big, massive chunks. I think its lot less intimidating when you just make brief comments. Yeah, as long as it's clear what you mean. I guess that's always been my strategy. (P4_Interview_31-37).

Professor Sutton went on to say that a challenge for her during the feedback process is:

> Wording the comments: In a way, in a manner that is, going to be understood by a student. Okay, that's an art. And I certainly didn't know how to do that when I started. Even today, it's something I focus on. Sometimes I have to go back and fix since I tend to be a little terse. And I try. I've gone back and rewritten a few comments. That's been the most difficult part of it for me–what I've worked on the hardest. Just, to be clear, so students are not going: 'What is she, I have no idea what she's even talking about…' Yeah, that's the last thing you want them to think. (P4_Interview_92-95)

Professor Sutton's teaching style focuses heavily on in-class communication, and her feedback approach works to point out areas of missing content and areas of weakness. Professor Sutton uses her perception of students' essay submissions to inform following lesson topics.

And, further, when recounting her feedback approach, Professor Sutton also said:

> I think it's still too complicated. When you do it [give feedback] on the computer. I think it's complex. So, I wish it was easier. I mean, when you do it by hand, it's slow still, but you just write right on top of whatever mistake they make. (P4_Interview_97-98)

When asked about revision as another piece of the writing process, after lessons and feedback, Professor Sutton stated a concise approach to revision. She said, "I have done different things. [Now] I'll let them revise once, for an improved grade, usually an additional 5 points. I mean, if it's a true revision" (P4_Interview_108–109). And, finally, when asked about time spent on feedback, Professor Sutton was confident in her timing allotted for feedback. She said, "Well, it takes me an hour to do 6 essays" (P4_Interview_17). As mentioned earlier, Professor Sutton did not score the rubric on the sample essay provided, but during the interview she did state that she would have scored the essay as a "70" C- (P4_Interview_55).

During the focus group, Professor Sutton was not the first to speak and, more than once, said something similar to: “I was just going to second that, I feel like you answered that question quite well” (P4_Focus Group_219).

When talking about students’ use of feedback–or lack thereof–she said:

> You know, the grade, for me, especially when I see something that I have specifically told the student they needed to correct, and they didn't do it, is when grade crashes in my mind, we’re talking below C, maybe D, cause I'm just, I'm put out. … I mean, you’re not listening to me when I'm telling you to your face: ‘Yeah, change this. Make some revisions.’ (P4_Focus Group_144, 152-3)

Professor Sutton emphasized the need for students to revise their work during the writing process–especially when she specifically tells them to make certain changes–but she was not overly enthusiastic about offering revisions after essay submissions were graded.

All in all, the cases above describe the participants of this study. Along with demographic information (see overview in Figure 6 again), the cases include the participants’ definitions of “good” writing and an overview of their feedback from the sample essay/document analysis. The cases further describe the participants’ interview responses about approaches, encountered challenges, and time spent providing feedback on essays. The cases also share statements about preferred handling of revisions from the focus group discussion.

Figure 6

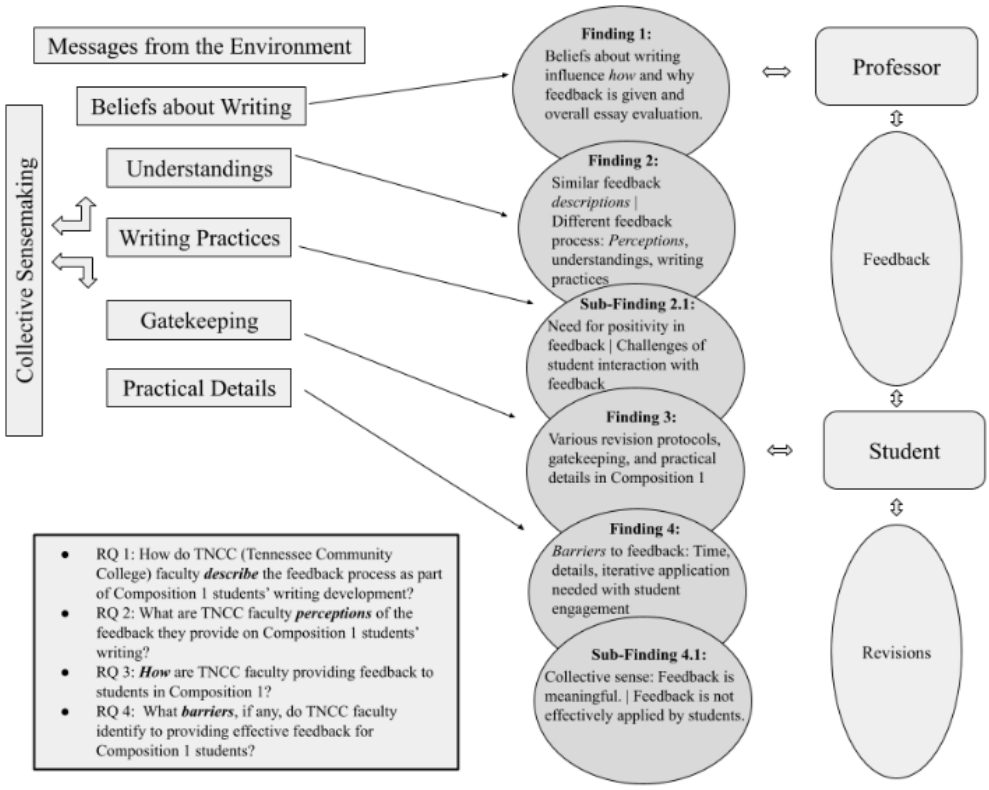
Descriptions of Participants' Demographic and Composition 1 Information

Participant 1: Darcy Carmen	**Participant 2 Christopher Nolte**	**Participant 3: Sadie Forrester**	**Participant 4: June Sutton**
45 years old	25 years old	55 years old	67 years old
White female	White male	White female	White female
Teaching for 15 years	Teaching for 3.5 years	Teaching for 21 years	Teaching for 22 years
Highest degree: Doctoral student	Highest degree: Master of Arts	Highest degree: Master of Arts	Highest degree: Master of Arts
Composition 1: Teaches 1-2 times per year English Department Chair, Learning Support Coordinator	Composition 1: Teaches 5 sections on average per year	Composition 1: Teaches every semester, but # of sections depend on rest of course load	Composition 1: Teaches 3 sections per semester
Average Comp. 1 course enrollment: 25 students	Average Comp. 1 course enrollment: 20 students	Average Comp. 1 course enrollment: 20 students	Average Comp. 1 course enrollment: 14 students

The next section presents the thematic findings based on analysis of the data collected from the participants. An overview is provided in Figure 8.

Figure 8

Synthesis of Study Elements: Research Questions, Conceptual Framework, and Findings



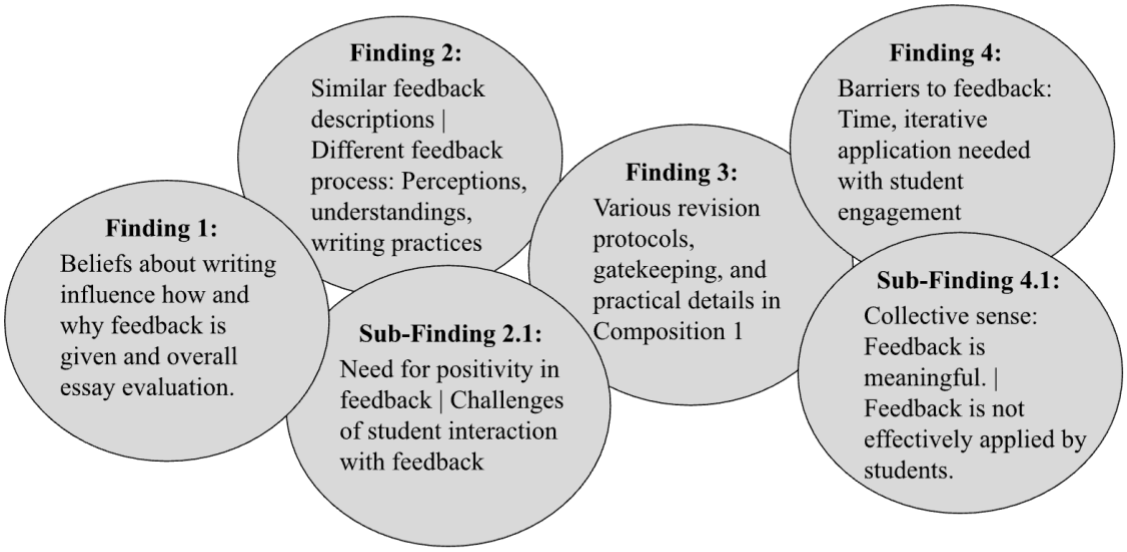
Findings

The four participant cases highlight the themes that emerged from analysis across data sources: similarities and differences in both the substance of and approach to feedback, varying expectations regarding revision, and shared concern about the time and effort involved in providing feedback. The following section explores the findings (Figure 9) across cases based on the data analysis, which are connected to the research questions and conceptual framework. As mentioned previously, my conceptual framework elements (Figure 4) mirror Coburn's (2001) framework (Figure 5) and research involving collective sensemaking. These frameworks include topics such as messages from the environment (i.e., writing practices, beliefs about writing,

understandings, gatekeeping, and practical details) in relation to Composition 1 professors' and students' dialogue during feedback and revisions.

Figure 9

Overview of Findings



Finding 1: The participants' beliefs about writing influence their efforts in how and why they provide feedback, the content and frequency of their commentary, and overall evaluation of an essay.

The participants also differ in how they provide feedback and score writing because of their stated beliefs about writing. These differences are embedded in conceptualization and challenges as well as concerns about the impact (or lack thereof) that participants' feedback may have on students' writing.

In a follow-up interview to inquire further about the professors' beliefs about writing, Professor Carmen said:

> I focus on the 'whys," the reason behind writing, so we start off [the Composition 1 course] with 'Why do write this type of essay?' 'Why do we have the structure that we do?' and that guides the teaching and helps to get a finished product. … It also helps connect students to the college level and helps them understand why we are doing academic writing. There is a purpose to it. It's not just an assignment to get through. We take this knowledge, do it here, move on to Comp. 2 and out into the world. (P1_Follow-up Interview_5-9)

When asked about his beliefs about writing, Professor Nolte said:

> I try to be pretty upfront about what I think constitutes good writing and things like that. It's good to be open minded, which teaching writing requires. You have certain standards, and you have students conform to these standards. I try to be pretty open about what I'm looking for: I try to emphasize clarity, readability, organization, simplicity, when necessary, jargon, when necessary, defining terms, and the use of writing for your audience…things of that nature. (P2_Follow-up Interview_6-10).

Professor Forrester said this about her writing beliefs: "I'm picky. I teach detail while also focusing, overall, on the what the writing says, so that students aren't just regurgitating the obvious" (P3_Follow-up Interview_2-3).

And, when defining her beliefs about writing, Professor Sutton said:

> I prefer a certain subject matter. I enjoy student writing that is unique or shows a process of thinking that's different from what is standard. … I don't enjoy jargon or reuse of content that feels like they learned it elsewhere—it's not a result of strong feelings or deep values; I like the honest truth. (P4_Follow-up Interview_5-8)

When comparing the TNCC English professors' descriptions of their beliefs about writing, they all mention a need for purpose and audience. In other words, is the writing actually saying something meaningful to someone? Professors Forrester and Sutton specifically noted that they dislike when students seem to repeat common opinions, or patterns of thought, and try to pass them off as their own. However, Professors Carmen and Nolte added more detail in that they also look for reasoning and progress, in a sense, so the writing is showing movement toward mature, worldly conversation and that the student's use of writing as a skill demonstrates consideration of organization and content based on the intended readership.

In relation to the inquiry about the professors' philosophies regarding "good" writing and their beliefs about writing, they were also asked about the purpose of a Composition 1 course. Professor Carmen said that Composition 1 should "move students into college level writing and thinking and help them produce text at this academic level" (P1_Follow-up Interview_12). And, by the end of Composition 1, students should be able to demonstrate critical thinking through clear writing "because a lot of them will think it but not be able to write it. Basically, students need to document their thinking and put it down in a way where somebody else can trace through that process" (P1_Follow-up Interview_13-16). Therefore, according to Professor Carmen, feedback during Composition 1 should:

> Guide students through that process, and, hopefully, that will teach them, specifically, the ways they need to adjust their own writing, not only through revision, but also for the next piece of writing, even if the next piece of writing is outside my class. (P1_Follow-up Interview_17-20)

Overall, Professor Carmen is working to guide students to write their deeper thoughts, in a cohesive way, at college level and to show continued growth in their reasoning and revising skills beyond Composition 1.

Professor Nolte said that a Composition 1 course's purpose is "specifically to teach students the basics of academic writing, expository writing more generally, to develop skills of clarity, coherence, reasoning, and communication that could benefit them not only in school, but in other areas" (P2_Follow-up Interview_20-21). Then, by the end of Composition 1, they should be able to "write a competent essay. One that uses a readable style and academic standards of organization with a thesis statement, topic sentences, and integrated evidence in a way that backs up an argument and shows a competent understanding of citation and formatting" (P2_Follow-up Interview_23-24). Therefore, during a Composition 1 course, Professor Nolte sees his feedback as a place where he "shows that he respects their ideas, and I'm engaging with them by praising what they've done well as well as offering room for improvement through structure or other measures. I consider my feedback to be my role in the conversation" (P2_Follow-up Interview_25-26). Like Professor Carmen, Professor Nolte is focused on teaching academic writing style and structure that accompanies higher-level thinking with demonstration of applied improvements.

Professor Forrester also mentioned academic level when considering the objective of Composition 1. She concisely said: Composition 1 is meant to help students "learn how to write like a college student using academic writing style" and during Composition 1 students "should have learned how to articulate and communicate their thoughts and ideas in writing in a way that's engaging and also polished" (P3_Follow-up Interview_7-9). And so, she said her role during feedback in Composition 1 is to "help improve students' writing skills" (P3_Follow-up

Interview_10). Professor Forrester left the implication that these writing skills would be useful for students' future endeavors.

Finally, Professor Sutton said the purpose of Composition 1 is "preparation for all the other essay writing they're going to do when they're in college. So, it's super important. Along with having them understand the value of doing their own work—it's a learning process. It's not just a grade-making exercise" (P4_Follow-up Interview_12-14). By the end of Composition 1, Professor Sutton emphasized that students need to have learned: "Support. The writing needs support. Anything that they think or say needs to have proof and not just assume that we're all just going to buy what they say. So, evidence" (P4_Follow-up Interview_15-17). Then, when asked about the role of her feedback during Composition 1, Professor Sutton said:

> Feedback is part of the teaching process, so students don't make that mistake again, so they will learn to avoid certain mistakes. This allows them to understand the perspective of the reader a little better, which can be difficult, especially when thinking about your audience and opposition, so they need to think of things from all angles. (P3_Follow-up Interview_19-22)

Professor Sutton's responses, unlike her colleagues' answers, were a bit more focused on the internal audience—the Composition 1 professor and other academic readers—as well as the efforts of the student to showcase their work ethic and avoid writing missteps.

Overall, when comparing the TNCC professors' beliefs about the purpose of Composition 1, they all brought up the concept of readability and academic style in reference to the goal of teaching students to translate ideas into coherent words on the page. Further, the professors spoke to the necessity of writing as a skill, either in future college courses, or in life beyond academia. Three of the four professors had similar follow-up responses when describing

what students should have learned by the end of Composition 1: clarity and organization in the ideas presented in writing. However, Professor Sutton's response focused more on argumentative support and asserted that students need to prove their writing with the use of evidence. However, the professors differed somewhat in their discussion of how feedback contributes to students' writing development in Composition 1: Professor Carmen said her feedback acts as a guide through the writing process, and Professor Nolte reiterated his take on feedback as a continued conversation with the student with notes of praise and improvement. Professor Forrester simply stated that her feedback's goal is to improve students' writing skills. Professor Sutton said that, similarly, her feedback is part of the process, but it is more about pointing out mistakes and showing students challenges the reader encounters from the writing.

To summarize, the following cross-reference of professors' beliefs about writing are paraphrased in the first column of Figure 12. The second column of Figure 12 shows the professors' primary area of focus in feedback, in relation to the rubric criteria, from the document analysis of the sample essay, which is distilled from Figure 11. The creation of Figure 11 was completed by re-coding the comments provided on the sample essay (Appendix G) according to the rubric criteria (Appendix H) and totaling the number of comments from each participant. This tally depicts a numerical view of areas where the professors channeled most of their efforts and attention through feedback. It should be noted that some of the comments on the essays simultaneously addressed more than one rubric criteria, so this tally should not be viewed through a quality verses quantity lens. Rather, the tallies show the "top hits" in areas of demonstrated focus during feedback.

When looking at column 2 in Figure 12, the professors' stated beliefs about writing are not fully aligned based on the feedback analyzed in the sample essay. Professors Carmen and

Nolte remain consistent in their asserted beliefs that writing is only as "good" as it's reasoning via content; thus, their feedback—and rubric scoring—focused on argument. The bulk of their feedback comments addressed the writer's argument/logical reasoning/content. These professors differed in their rubric scoring regarding argument though: Professor Carmen marked the sample essay's argument in the C column of the rubric, and Professor Nolte marked in the B column.

Professors Forrester and Sutton, on the other hand, were similar in that they both focused most of their feedback commentary on grammar and conventions. However, this focused effort does not directly align with their beliefs about writing, which, respectively, were communication of thoughts and content supported by evidence. Professor Sutton did not fill out the rubric, but Professor Forrester marked the C column of the rubric for the grammar/conventions category. This focus on the grammar/conventions within the sample essay could have two implications: 1) Professors Forrester and Sutton could have been so distracted by the errors that it impeded their perception of the writing's content, and 2) since this column of the rubric is weighted the least (see Figure 11) that could account for the higher essay grade given by these professors.

The professors were also asked if they thought any changes were needed to the current departmental rubric. Professors Carmen and Forrester had similar responses:

"I was part of the team that redesigned it. … At the moment, I feel like ours is doing what it needs to do" (P1_Follow-up Interview_11) and "No, I helped create it, so I think it works really well (P3_Follow-up Interview_9). Professor Sutton simply said: "No, I don't think so" (P4_Follow-up Interview_5). And, Professor Nolte stated:

> I think it's amenable because in a lot of the various areas of evaluation there's both a content type thing as well as a formal type thing, so it seems actually very

holistic. Sometimes when I'm working with it, I think it might be a tad harsh, but that's totally subjective. (P2_Follow-up Interview_16)

Based on these shared perspectives, the professors report satisfaction with the design and functionality of the current departmental rubric. Finally, to complete the loop of analysis, the professors' feedback does also align with course outcomes provided by the state of Tennessee (Figure 10).

Figure 10

Composition 1 Course Learning Outcomes from Tennessee Board of Regents (TBR)

Students will demonstrate the ability to:
1. Analyze and evaluate oral and/or written expression by listening and reading critically for elements that reflect an awareness of situation, audience, purpose, and diverse points of view.
2. Distill a primary purpose into a single, compelling statement and order and develop major points in a reasonable and convincing manner based on that purpose.
3. Develop appropriate rhetorical patterns (i.e. narration, example, process, comparison/contrast, classification, cause/effect, definition, argument) and other special functions (i.e., analysis or research), while demonstrating writing and/or speaking skills from process to product.
4. Understand that the writing processes include procedures such as planning, organizing, composing, revising, and editing.
5. Make written presentations employing correct diction, syntax, usage, grammar, and mechanics.
6. Manage and coordinate basic information gathered from multiple sources for the purposes of problem solving and decision-making.
7. Recognize the use of evidence, analysis, and persuasive strategies, including basic distinctions among opinions, facts, and inferences.

All Composition 1 courses are required to meet the state learning outcomes. The professors tailor their course content and instructional approaches to adhere to evaluation of these learning

outcomes (e.g., developing written expression, crafting thesis statements, planning an argumentative approach, revising and polishing writing, and supporting claims with organized, cited evidence). Therefore, as explained above, Figure 11 depicts the departmental rubric's (Appendix H) alignment to the state learning outcomes (Figure 10) with frequency counts of the professors' feedback in these areas of assessment.

Figure 11

Frequency Counts of Number of Comments on Sample Essay Per Rubric Criteria

Professor	**Introduction/ Conclusion** **15 points**	**Argument** **20 points**	**Organization** **15 points**	**Supporting Evidence/ Body Paragraphs** **25 points**	**Citations/ Format** **15 points**	**Grammar/ Conventions** **10 points**	**Total Comments**
Carmen	1	6	2	3	1	2	15
Nolte	1	5	1	4	3	3	17
Forrester	1	3	4	2	4	11	25
Sutton	1	2	0	3	4	12	22

In addition to Figure 11, Figure 12 displays the professors' stated beliefs about writing, specifically, their determined goal of writing that should be achieved by the end of a Composition 1 course. However, as analyzed earlier, the professors' primary focus in their feedback provided on the sample essay—in coordination with their beliefs about writing—is where the department falls out of alignment. While none of the stated beliefs are wildly outlandish, it is worth noting the differences that surfaced (see Figure 12). Furthermore, despite personal philosophies about writing, in demonstrated feedback efforts, Professors Carmen and Nolte focus more on argument, but Professors Forrester and Sutton focus more grammar/conventions.

In synthesis of Figures 11 and 12, feedback from the sample essay was analyzed again. For example, Professor Carmen stated that, in general, her beliefs about writing focus on

reasoning for skill development; however, her main feedback comments (6 out of 15 total comments on the essay) mostly refer to argument: "…If you are going to make this part of your overall argument, then you need to make it strong enough. Add more reasoning and explanation." and "Each paragraph needs to start with a transition, but especially when you shift to another side of the argument...." and "… It's important to summarize the arguments [*sic*] in a way where it is clear to your reader what the "take-away" is. Emphasize your argument.…" (P1_Document_Body Paragraphs 2, 3, 4). While these are valid pieces of feedback that can help a student revise the writing to strengthen the argument at hand, these feedback comments do not specifically speak to the need behind development of reasoning in written argument as a valuable skill. Arguably, though, once the argument has been developed further, then the student will likely see the connections, and, thus, improve the reasoning and written skill as a result.

Similarly, Professor Nolte's primary focus during feedback was on argument too with 5 out of 17 total comments geared toward argument rather than his stated general belief that writing is mostly about form and content. For example, Professor Nolte wrote on the sample essay: "…Your paragraph seems to be arguing for health benefits regarding exercise and mental health, so your topic sentence should reflect that." and "Furthermore, all the paragraphs arguing your case should come before the refutation paragraph" (P2_Document_Body Paragraphs 1, 4). While these feedback comments and their alignment with the rubric do focus on argument, rather than the specific terms of form and content, the purpose of the comments are to ensure that the student's writing follows appropriate form and includes supportive content in order to present a coherent argument, which the reader can follow.

Like Professor Nolte, Professor Forrester's and Professor Sutton's stated beliefs about writing also stem from acknowledgement of the reader's perception of the writing. Professor

Forrester is more concerned that the writing can accurately communicate the writer's thoughts; yet, most of her feedback commentary focused on addressing grammatical errors. In Professor Forrester's sample essay, 11 out of 25 of her comments note concern with grammar and conventions: For example, "When referring to The United States as a whole, use a singular verb." and "Eliminate due to redundancy. And/too have the same meaning" (P3_Document_Introduction, Body Paragraph 1). These comments focus on basic proofreading corrections, rather than thought communication; however, Professor Forrester specifically stated that her intended approach during Composition 1 courses is to focus on lower-order concerns, in an effort to help students clean up their writing, then she shifts her focus to helping students grow the depth of thinking and content of their writing in later college courses (P3_Follow-up Interview_6-8). Lastly, Professor Sutton's stated beliefs about writing focused on content supported by evidence. However, in her feedback, 12 out of 22 comments, strongly focused on grammar with notes like: "is" and "children" and "comma splice…" (P4_Document_Introduction, Body Paragraphs 1, 4). These notes do not support her intended focus for writing to be supported by evidence since they are all related to editing. In summary, three of the four participants were mostly true to their beliefs about writing through their feedback practices.

Overall, when comparing and contrasting all participants, Professor Nolte's belief about writing is most closely aligned with his feedback efforts. Professors Carmen and Forrester are somewhat aligned in their beliefs about writing and feedback efforts in the sense that their commentary works to achieve smaller goals that help students edge toward the larger goal/belief throughout their learning trajectory. Professor Sutton, however, is misaligned in her beliefs and feedback since her main feedback on grammar does not relate to support from evidence at all

when commenting on student writing. These areas of focus during feedback could result in varied implications regarding essay grades that students receive too. For example, because the grammar/conversations criteria (10 points) of the gradebook is weighted 50% less than the argument criteria (20 points) on a 100-point scale, the professors' focus during feedback could account for the higher grades: Professors Forrester and Sutton gave, both C's, compared to the D's that Professors Carmen and Nolte gave on the sample essay.

Figure 12

Summary of Professors' Beliefs about Writing in Relation to Demonstrated Feedback and Rubric Grade

Professor	**Stated Beliefs about Writing**	**Primary Focus in Feedback (from Figure 11 frequency counts)**	**Implications for Student: Essay Grade**
Carmen	Reasoning for skill development	Argument	65% D
Nolte	Form and content	Argument	64% D
Forrester	Communication of thoughts	Grammar/Conventions	75.99% C
Sutton	Content supported by evidence	Grammar/Conventions	70% C-

In further investigation and inquiry about writing beliefs and the purpose of Composition 1, the professors were also asked which aspects of writing they prioritize over others. Professor Carmen said, "Content, clarity, and critical analysis" (P1_Follow-up Interview_10). Professor Nolte stated:

> All these stylistic techniques and grammar and stuff very much matter. They're essential. But I've kind of realized that basically style and content are really closely connected. So, I try to emphasize clarity of thought, organization, things like that. I was reading something in the book the other day that really resonated with me, it said, something like writers tend to focus the most on syntax and structure. And, you know, you can really more easily deal with lower-level concerns of punctuation, spelling, grammatical stuff,

> things like that. … I do think obviously, grammar and stuff are incredibly essential, but like overall argument, logic, organization, etc. are really what I try to encourage. (P2_Follow-up Interview_11-15).

As noted earlier, Professor Forrester said:

> I feel like I prioritize the specifics more—like word choices, and structure, the grammar, you know, the details of the writing in the early writing classes. But then, when I get into the Comp. 2 and literature classes, I shift more to a 'What does it say?' focus to make sure the content is where it needs to be. It's not that. I don't look at that with the Comp. 1 essays, but I feel like once students get the first part down, then shifting the focus allows them to grow as writers (P3_Follow-up Interview_6-8).

Also, Professor Sutton briefly stated: "organization, deeper thought and having evidence as support" (P4_Follow-up Interview_4) as her areas of priority when assessing writing. Based on these responses, all of the professors are consistent in their stated prioritizations when assessing writing when compared to their stated beliefs about writing—and efforts in helping students achieve "good" writing. These responses, particularly for Professors Nolte and Forrester, offer further insight into their philosophies about writing and why they approach feedback in their conducted manner. For example, Professor Forrester believes that strong writing is centered on effective communication of thought, but if the writing is littered with errors, then that communication is much less potent for the reader. So, during Composition 1, she focuses on teaching students how to polish their writing, then addresses deeper content in later, upper-level courses. Professor Nolte remains consistent in his focus on argument and logic as the core of writing and evaluation. Professor Carmen, too, focuses on argument, but her scope for addressing argument seems widely impacted by additional factors such as showcasing analysis

and reasoning through content. Professor Sutton also remains persistent in her request for supporting evidence in writing.

As a result, this finding shows why the professors prioritize certain aspects of writing over others through their feedback efforts and scoring decisions on the rubric. These perspectives influence how and where the professors focus their attention while providing feedback as well as how they evaluate and assign grades to essays. Because of these perspectives, the professors differ somewhat in their expectations for student learning and instructions for revision, which will be discussed more in the following findings.

Feedback Challenges: How Feedback is Conceptualized and Provided

Earlier when participants were asked to describe their feedback processes, the discussion leaned into topics of approach and practical details. However, when asked about how feedback is given to students, and the challenges that accompany the process, the participants shared somewhat philosophical thoughts. Professor Nolte explained:

> There are really two things that are kind of challenging: The first one is, well, I've gotten a lot better at noting, lower order concerns of grammar, punctuation, etc. I used to give a lot of notes about that. Basically, some of my other colleagues, as well as based on my own practice, have shown me that this was not the best to do. And basically, now, I just tend to notice the first instance of concerns throughout the paper. But, the other thing that is also more challenging is leading students through like these kind of more abstract logical processes… Well, you need a strong thesis statement, or this needs more organization, but that itself is very abstract. And, helping students develop clear logical relationships with ideas tends to be challenging at times. It's just so abstract…probably communicating ways to help students with this really abstract higher order stuff [is the

> challenge]. In many ways, teaching grammar and punctuation is as rote as it gets. That is a pattern-based game. That's honestly, as we know now, even a machine can do that, probably. It's [composition] more like teaching people about these sorts of really complex critical thinking and abstract things, which are a little bit more challenging to visualize. (P2_Interview_59-65)

Because writing includes abstract thought and deeper synthesis than students may anticipate, a composition course remains an area where incorporating feedback can be challenging too. When considering challenges around how feedback is given, Professor Forrester stated:

> I would say, it's tough to know where to draw the line, because it's kind of like when you have young children. Days, continual days, full of nothing but no's don't really offer learning experiences for a child, and I feel like, as a writer, if you're constantly getting feedback saying, 'That's wrong. That's wrong. That's wrong. That's wrong.' Then it really takes that learning opportunity away. And students can get frustrated quickly. … To get past this, I might require that they do some tutoring, some one-on-one conferencing with me. I have had them take a piece of work, a published piece of writing, and then mimic that writing in their own sense, so that they can kind of see how that flow happens, if you will, even though they're following a model and a pattern that's handed to them. Or I even have them work backwards and grade their own essay. The different end result is, when the students look at the essay, there's more approaches that they can take to question their own essay before I do. And then a lot of times, too, I might make comments on the essay like I did on this [sample] one. Like, this student used a lot of pronouns other than third person. So instead of going through and marking every single

> one, I just marked the first one, and said, ‘edit this throughout.’ Then, when the student looks at the essay, there’s less attack. (P3_Interview_69-79)

Like Professor Forrester mentioned, during data collection, the participants all shared concerns about the challenges of over-commenting and/or only giving negative feedback; however, these practices of guided critical thinking and modeling professional writing are helpful reconceptualized methods for instructing student writing.

Beliefs about Writing: Impact on Instruction and Feedback

Reconceptualizing how writing and feedback are approached might be necessary because of challenges during instruction, but personal beliefs about writing also impact professors’ and students’ relationship with feedback. When asked about how messages from one’s environment impact feedback and overall communication with students, Professor Forrester said:

> One of the biggest obstacles for students in Comp. 1 is transitioning from how they speak to how they should write. And that’s influenced by so many different things and their backgrounds. And so, considering that, it can affect everything from their word choices to their capitalization (i.e., text talk). So, I think, considering that is a big component and pointing it out to students, so they can make that bridge from ‘Okay, we don’t write like we speak anymore.’ (P3_Focus Group_60-70)

During the focus group, the conversation shifted to discuss the variety of writing levels seen in the Composition 1 classes at TNCC. And, despite this, the professors agreed that it is important to be able to respond to each individual student regardless of their own background and beliefs about writing or the students.’ Specifically, Professor Carmen said:

> Students’ individual writing culture and being able to work with that is something we need to be mindful of because we have students, maybe those who are dual enrollment

> students for example, who just knock it out of the park and are ready to go on. And then other students are just really struggling. And so, we have to be flexible on all of that. Again, if we are writing feedback, we have to be very careful about what we say, and make sure that it's positive that it's going to be perceived positively with a growth mindset–not making them feel like: 'No, no, no,' you know. (P1_Focus Group_74-79)

In addition to earlier discussion about the need for positive feedback and less focus on negativity, the participants also spoke about the need for meeting students where they are at, which was likely due to their beliefs about writing, instructional backgrounds, and TNCC's school culture. Therefore, the general consensus during the focus group was that the English department, despite instructional and/or feedback challenges and various beliefs about writing, is still working to promote writing development through effective feedback.

Finding 2: All participants describe their feedback similarly, but each professor brings a unique perspective to their process due to their personal/preferred understandings and writing practices.

While the four participants describe their Composition 1 feedback similarly, their approaches to providing and interacting with feedback differ. Analysis of the data indicates that these differences stem from personal writing practices, perspectives, and understandings.

Descriptions of Feedback Process

When participants were asked about the role feedback plays for Composition 1 students, all four participants emphasized the necessity of reading through the writing objectively, then adding comments to provide instruction. In the focus group, Professor Carmen stated that:

> Especially in Composition 1, students are still learning academic writing. I think feedback is very important because they [students] can put out words, but they're not

> always the right ones, not going in the right direction. So, I think feedback is very, very important in that class. (P1_Focus Group_9-10)

Professor Carmen highlighted the necessity of helping students find their academic footing during Composition 1. On the other hand, Professor Sutton said: (Pause) "Well, it [feedback] identifies areas of weakness. It shows me what I need to bring up during class. It highlights areas of weakness that students are experiencing" (P4_Focus Group_30). Unlike Professor Carmen, whose feedback is aimed at providing instructional support, Professor Sutton's feedback focuses more on identifying areas of weakness in student writing. However, Professor Sutton follows up that identification later with targeted lesson plans to address the areas in student writing that need additional attention.

Professor Nolte's approach diverged from Professor Sutton's process. He described his typical approach to feedback as conversation on the page:

> I'm reading through it [each essay] honestly. The bulk of the comments I exempt from the first read through. But then, after I've kind of read through and made a lot of comments, I try to go through it [the essay] again more quickly, just to make sure that I've been fair. Maybe finding if there's something I missed now that I've got the overall picture. That overview can help a lot of other things too: Maybe I've been too harsh or too easy. … Just being able to communicate better with students. But I want to help students develop these logical reasoning level skills that then translate into a better writing style. (P2_Interview_84-86)

Similar to Professor Nolte, Professor Forrester also described her usual approach to providing feedback on a Composition 1 essay as a double review:

> Typically, I just start reading, and I read through, and kind of mark things as I go, that stand out to me. And then I go to each of the sections of the rubric, and I say, okay, introduction, conclusion, let's look at those, specifically, for the criteria defined in that section of the rubric. And so, I do that for each one [go through the essay twice]. I feel like it's hard to get the overall content effectiveness of the essay without doing that. (P3_Interview_60-62)

While each participant acknowledged the importance of feedback, they also focused on different elements of the feedback process in their description. Professor Carmen noted the necessity of feedback in solidifying the groundwork of writing for Composition 1 students. Professor Sutton defined a primary role of feedback as a way to point out writing weaknesses and areas where teaching is needed. Professor Nolte and Forrester both described their approach as annotating essays with feedback to move the writing process forward.

Understandings on Feedback

Analysis of the data revealed that the substance of the feedback–the commentary–was unique for each of the four participants. Each participant described a different philosophy or understanding of the content and role of feedback, which accounts for the variety of substance within their commentary. For example, Professor Sutton explained the role she practices during the feedback process: "Rather than going through and correcting every single error. I think that's not a good use of my time. So, I might make a couple of corrections. And then just say, 'Look, this is not in there'" (P4_Interview_51). Later in the interview, Professor Sutton expanded on her recount of providing feedback:

> I just kind of look to see if they've done the work that was required for that particular assignment. And then I can tell, right away, a lot of things about what to expect in the

> essay. I pay attention to the thesis a lot. I look in that introductory paragraph. I read it really closely. Sometimes the thesis is not in the right place. Then, you know, I'm confused. I make sure I let them know that. That, as the reader, I didn't know what to expect, because the thesis was the second sentence, or something, instead of the last one. Oh, I look at the topic sentences really closely, too. My main interest, once I get into paragraphs, is to see if there's support, if they support themselves. I noticed in that [sample] essay, it was not supported. There were just a lot of assertions made without any evidence provided. (P4_Interview_73-81)

As a result, the substance of Professor Sutton's feedback was based on critique of the writing. Rather than providing directional notes for a student to engage with during revision, Professor Sutton's comments on the sample essay, and in conversation during the interview, were rooted more in pointing out errors in the student's writing.

More than once, Professor Forrester mentioned that she "will often just create a running list, as I grade essays, of common issues and problems that I see happening repeatedly" (P3_ Focus Group_31). Professor Forrester went on to say:

> Then I'll present that [list] as a document to my students and say, 'Okay, which of these do we really need more instruction on? Which of these are just minor concerns? Or, you're not paying enough attention during the editing and proofing stages of your writing. And, how can we stop this from happening?' (P3_ Focus Group_31-34)

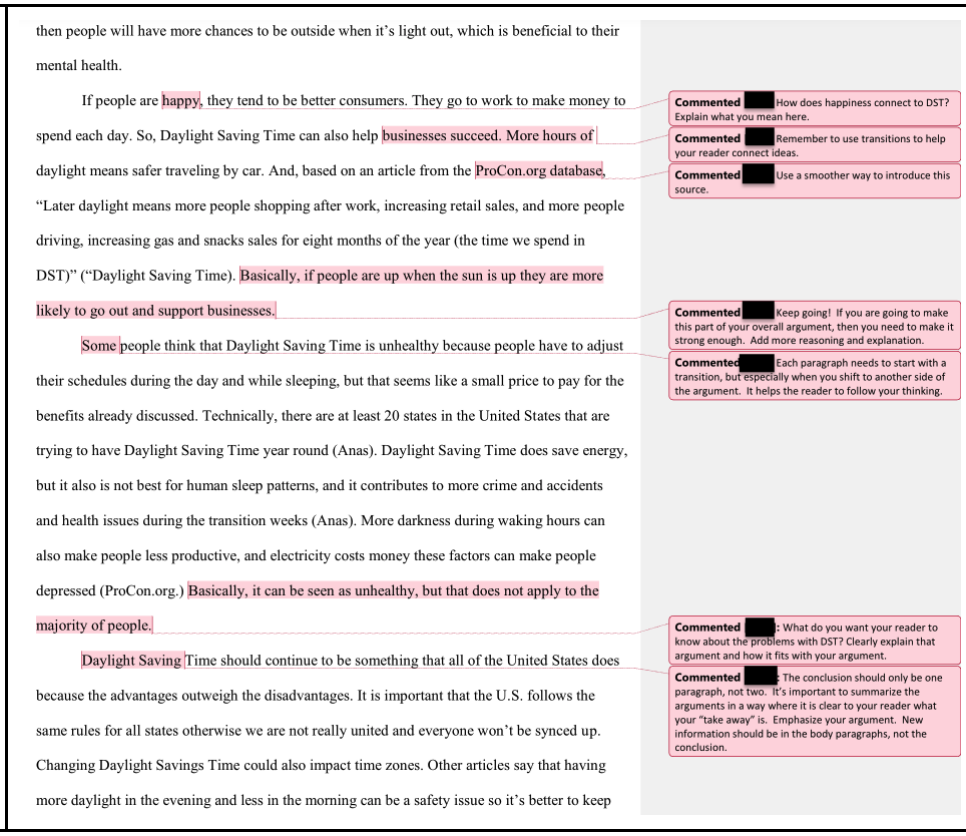
Both Professors Sutton and Forrester shared underlying similarities: their understanding of the feedback process stemmed from a need to keep moving through essays (i.e., assess every student's work) and to identify areas where students were not demonstrating the desired outcome. These areas are where the participants would reteach (and provide resources) according

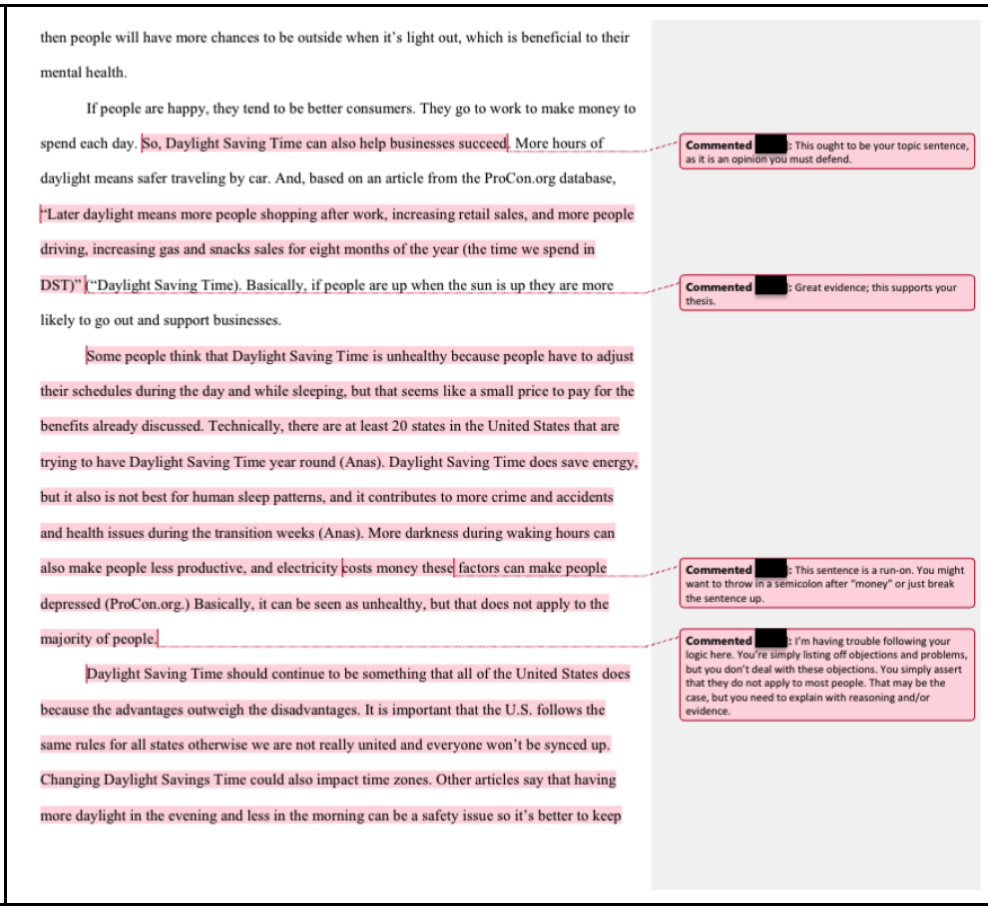
to the common writing pitfalls they were seeing while giving feedback on Composition 1 essays.

Specifically, when looking at the feedback from the participants' sample essays, analysis of the documents revealed that the comments across the excerpts provided (see Figure 13) are extremely varied. The participants each mentioned that, while providing feedback on the sample essay, they viewed that essay as an early draft of a research essay in a Composition 1 course (P1_Interview_73; P2_Interview_29; P3_Interview_53; P4_Interview_72). Considering that the participants all viewed this essay as a product from basically the same point in a Composition1 course, the comments from their feedback indicate an array of focal points. For example, Professors Carmen and Nolte remain consistent in their efforts to provide positive feedback. Professor Forrester, however, diverts from her typical concern about over-commenting or giving too much feedback (P3_Interview_96) by offering the most comments in total on the essay compared to the other participants (see Figure 11). But, she does this irregularly, since she only offers one vague note on body paragraph two, and all other pieces of the essay have multiple notes. Professor Sutton remains constant in her short, direct notes, and, unlike the other participants, Professor Sutton's commentary almost entirely speaks to editing concerns rather than engaging the writer in other aspects of the essay.

Figure 13

Excerpts of Professors' Feedback from the Sample Essay (Body Paragraphs 2 and 3)

Professor Carmen: Participant 1	

Professor Nolte: Participant 2	

then people will have more chances to be outside when it's light out, which is beneficial to their mental health.

If people are happy, they tend to be better consumers. They go to work to make money to spend each day. So, Daylight Saving Time can also help businesses succeed. More hours of daylight means safer traveling by car. And, based on an article from the ProCon.org database, "Later daylight means more people shopping after work, increasing retail sales, and more people driving, increasing gas and snacks sales for eight months of the year (the time we spend in DST)" ("Daylight Saving Time). Basically, if people are up when the sun is up they are more likely to go out and support businesses.

Some people think that Daylight Saving Time is unhealthy because people have to adjust their schedules during the day and while sleeping, but that seems like a small price to pay for the benefits already discussed. Technically, there are at least 20 states in the United States that are trying to have Daylight Saving Time year round (Anas). Daylight Saving Time does save energy, but it also is not best for human sleep patterns, and it contributes to more crime and accidents and health issues during the transition weeks (Anas). More darkness during waking hours can also make people less productive, and electricity costs money these factors can make people depressed (ProCon.org.) Basically, it can be seen as unhealthy, but that does not apply to the majority of people.

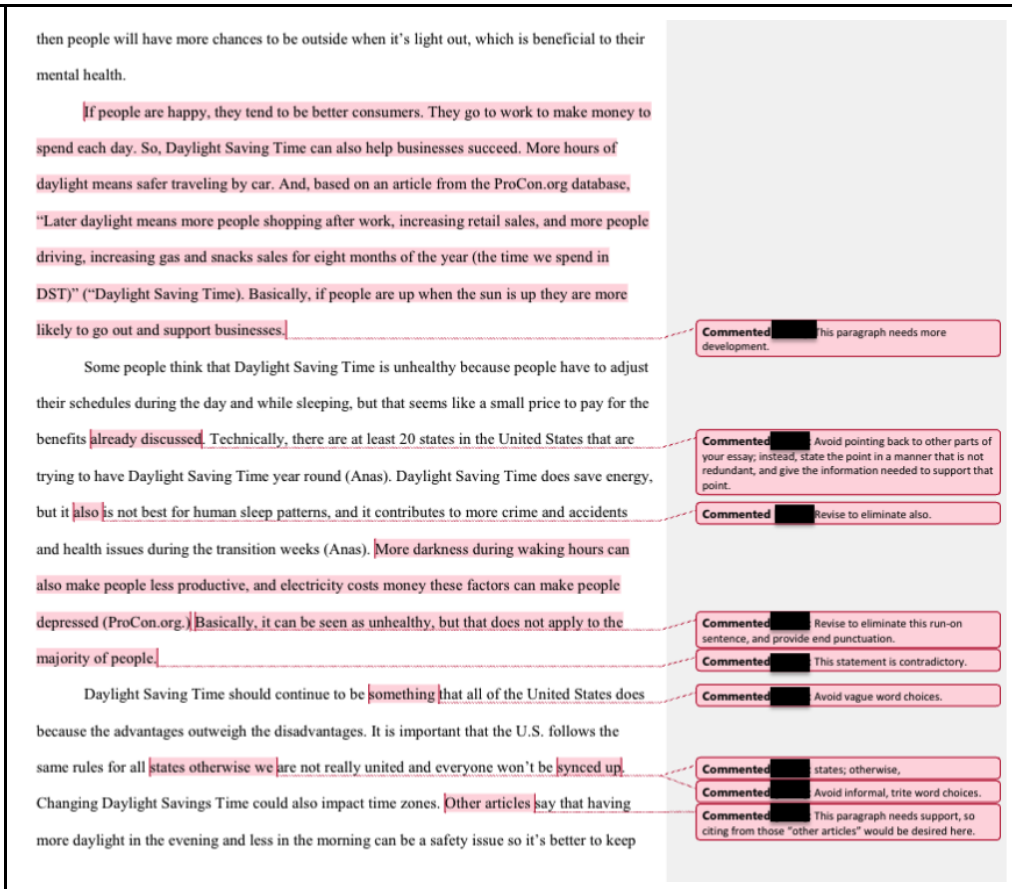
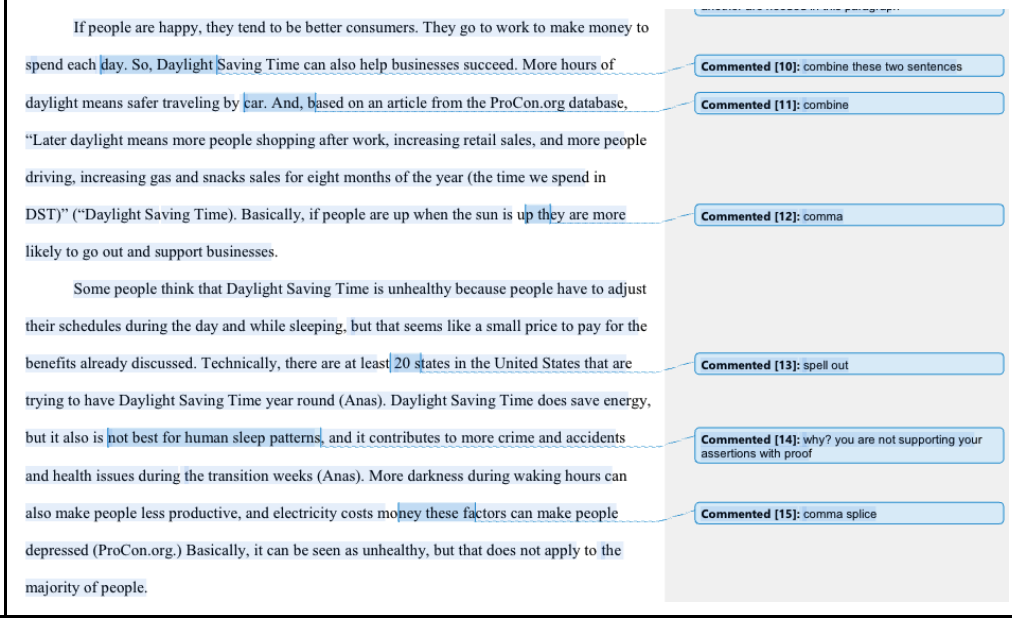
Daylight Saving Time should continue to be something that all of the United States does because the advantages outweigh the disadvantages. It is important that the U.S. follows the same rules for all states otherwise we are not really united and everyone won't be synced up. Changing Daylight Savings Time could also impact time zones. Other articles say that having more daylight in the evening and less in the morning can be a safety issue so it's better to keep

Commented [redacted]: This ought to be your topic sentence, as it is an opinion you must defend.

Commented [redacted]: Great evidence; this supports your thesis.

Commented [redacted]: This sentence is a run-on. You might want to throw in a semicolon after "money" or just break the sentence up.

Commented [redacted]: I'm having trouble following your logic here. You're simply listing off objections and problems, but you don't deal with these objections. You simply assert that they do not apply to most people. That may be the case, but you need to explain with reasoning and/or evidence.

Professor Forrester: Participant 3	
Professor Sutton: Participant 4	

Additionally, Figure 14 depicts a comparison of the participants' described feedback approach/philosophy against the comments that are demonstrated in the excerpts shown in Figure 13. Full copies of the participants' sample essays with feedback and the scored rubrics are provided in Appendices L-O. Overall, the outcomes are consistent across participants: the comments reflect how the participants say they provide feedback and how they actually provide feedback. But, as discussed earlier in analysis of Figures 11 and 12, deeper investigation into the participants beliefs about writing and perceived goals for teaching Composition 1, featured some inconsistences within the department. These inconsistences are reflected in individual professors' approaches, as well as the collective approach, to instruction and feedback.

Figure 14

Comparison of Participants' Described Feedback Approach and Demonstrated Feedback

Participants	**Feedback Philosophy: Top Hits**	**Demonstrated in Feedback?**
Professor Carmen: Participant 1	● Positivity ● Awareness on over-commenting ● Marking of "global errors"	Yes
Professor Nolte: Participant 2	● Positivity ● Engagement with content ● Push back on logical reasoning	Yes
Professor Forrester: Participant 3	● Awareness on over-commenting ● Focus on revision/writing as process ● Pointing to additional resources	Yes
Professor Sutton: Participant 4	● Avoidance of large chunks of text ● Terse ● Marking of "global errors"	Yes

Specifically, each of the participants did demonstrate the feedback practices they described in discussion of their feedback approaches. However, when comparing the commentary of the participants between the same two paragraphs from the sample essay, the participants truly follow their described feedback "styles," but their feedback differs in substance. For example, just focusing on the topic sentence of the second body paragraph (first sentence pictured in Figure 13), Professor Carmen questions the content and requests a connection to the topic of the essay along with an explanation. Looking at the same topic sentence, Professor Nolte recommends that the second sentence of the paragraph should actually be the topic sentence and states why. Professor Forrester notes nothing about the topic sentence and says that the paragraph needs to be developed. And, Professor Sutton suggests that the writer should combine the first and second sentences of the paragraph. While there are some similarities between all four participants' comments on this example topic sentence, none of the participants' feedback approached the suggested revision in the same way.

Writing Practices of Composition 1 Students

A common reoccurrence during the focus group discussion was about the writing practices that students bring to Composition 1. Students' written communication levels can range from writing conversationally to using the same language in an essay that they might also use while texting a friend, and ignoring typical conventions of grammar, all of which require heavy feedback to address. As mentioned previously, Professor Carmen stated that "especially in Composition 1, students are still learning academic writing. I think feedback is very important because they [students] can put out words, but they're not always the right ones…" (P1_Focus Group_9-10). Professor Forrester agreed with Professor Carmen and added:

> …Because most of them [students] either didn't get a good handle on grammar in high school, or maybe they haven't been in a writing course in a very long time, so it [Composition 1] is very, very important. It sets the stage for their writing throughout their entire academic career." (P3_Focus Group_15-16)

When asked about the further contribution that feedback can offer, likely to improve writing practices that Composition 1 students bring to the course, Professor Nolte said, "Especially in Comp. 1, feedback is essential for developing these important skills like communication and meeting academic requirements. That's really one of the big things that my [essay] evaluation focuses on personally (P3_Focus Group_20-21). Based on the focus group and these examples, the participants were cognizant of the notion that a student's experience in Composition 1 would provide the foundation for their ongoing relationship with academic writing. Since Composition 1 students bring an array of writing backgrounds, skills, and overall practices to the course, the participants recognize these differences in student writing ability before adjusting their teaching strategies and offering a fair assessment of their written products.

Grading and Assessment

The TNCC English department uses a shared rubric for grading essays, which was recently revised by a committee of full-time professors. It is strongly encouraged by the department chair and departmental guidelines (Appendix K) that this rubric be used while evaluating each essay. Again, this rubric was provided with the sample essay used during the document analysis portion of the data collection for this study. After analyzing the data, findings show that three out of four participants use the rubric as a tool to improve their consistency when assessing student writing.

Professor Carmen, the department chair, who identified the problem of practice to investigate the TNCC professors' feedback practices, noted the topic of rubric usage specifically. During the interview, in reference to the sample essay (which included the rubric), Professor Carmen stated that she used the "department rubric that was recently revised" (P1_Interview_55). During the summer of 2024, a committee of four full-time English professors formed to redesign the previously used departmental rubric. After a pilot semester, this rubric was approved and used widely in Composition 1 courses. Professor Carmen also recognized, since she teaches learning support courses more often than Composition 1, that this was her first personal experience using the rubric. Her reaction to the rubric was: "Oh, wow! It was really nice to be able to do that" (P1_Interview_56). Professor Carmen also explained how she uses the rubric as a tool during the feedback process. She said:

> With the rubric, I can give direct comments about what the student is doing in the essay. You know, yay on this, or this needs work. Sort of pointing the student in the right direction, in the comments on the essay, then into the rubric, by hitting the higher-level things. The rubric sort of gives it in summaries... So, I put comments for the student on the introduction or conclusion in the rubric because maybe I did put a lot of comments on the actual essay, or I felt like I could summarize that issue better on a rubric. Whereas, some of the other comments, I really needed to pinpoint where the student needed to look [in the essay]. … Then, if they actually do the revision using my comments, then that's the most rewarding. The next piece is if they sort of internalize those comments and do better on the next essay. (P1_Interview_68-71)

Professor Carmen was not the only participant who utilized the departmental rubric. Regarding the rubric, Professor Nolte said, "One thing I've noticed is that it [the rubric] is very holistic. It's

focused. It does not really separate formal features from content, which is something I actually really like about it" (P2_Interview_47-48). Also, when considering rubric usage in general, Professor Forrester said:

> There's a holistic approach. I'm very well versed with holistic scoring and all. And I do that in many ways. That's my first approach, if the essay is good and easy to move through, then, Hey, I'm good. But, if I don't feel like it [the rubric] fits every need for every student, then that's where I also make comments." (P3_Interview_81-82)

As Professor Forrester implied, using the rubric helps her holistically confirm her letter grade assessments of student work. Because evaluation of writing is a crucial aspect of any composition course, Professor Forrester also noted that she relies on the departmental rubric to enhance her evaluation of the writing. She said:

> I use the rubric always, always. I feel like it keeps me consistent. And it also, even if I make very few comments, it allows students to see where they fall in that level of each of the criteria. Particularly when we get into the second essay [in Composition 1], where I may be highlighting, and if I've highlighted a lot of grammar and I downgrade their grammar section, I'll put comments in there [the rubric], pay close attention to the run-ons or the comma spices, or whatever it is. That way, they know what direction to go in when they're looking at the highlights. But it still requires them to do a little work. (P3_Interview_53-56).

Professor Forrester strives to show the Composition 1 students, often through feedback, how their writing practices and her evaluation of their writing translate to the assessment criteria.

Furthermore, when discussing the rubric, Professor Sutton admitted, "Honestly, I usually didn't have the rubric in front of me. I usually come in close to [the grade] that I expect it to be"

(P4_Interview_53). Professor Sutton mentioned that she had only been using a rubric regularly for about a year: She explained, “Before then, I just, you know, did it in my head” and shared that she had participated in several grade norming sessions during her 20+ years of teaching (P4_Interview_61). When using the rubric, Professor Sutton said:

> It reminds me that I may need to explain [something], that’s a really good aspect...if I mark them down for something, maybe not giving enough support, then I’ll explain what that means right under it [on the rubric] and hopefully they’ll see that. (P4_Interview_66-69)

Notably, Professor Sutton, who did not use the rubric on the sample essay, said she was confident in her grading assessment (without a rubric) due to many successful grade norming experiences in the past (P4_Interview_62); however, she still reported frustrations with student engagement with the feedback provided and lack of credence in revisions when assessing student writing (P4_Interview_108).

When considering the concepts of assessing writing through letter grades (in addition to or without feedback) and grade norming, Professor Forrester offered additional insight. She said:

> I don’t really know, because I don’t really know enough about how other instructors grade. When we’ve done our grade norming, I feel like whatever process each of us uses, we arrived very close to the same grade. But I feel like that process is probably unique for everyone. I used to actually train instructors on how to holistically score because that was a fairly new concept. This was what 10-15 years ago and not really used a lot. And then rubrics. Because they can help teach other people. Or they keep that consistency. I think grade norming can clear up some of those things, too. But, rubrics are great to keep consistency within departments, but also great to keep consistency for me right across the

> board for my students. We all have bad days. We have off days. We have days where we're just not in the mood, and you don't want to be taking things out on your students right? (P3_Interview_85-87)

Professor's Forrester's extensive experience with assessment techniques is evident in her discussion of rubrics. Her support for the departmental rubric as an ideal tool for overall grading and scoring consistency speaks to the importance of providing a shared approach for writing evaluation. While Professor Sutton was less enthusiastic about rubric usage, and Professor Carmen does not use the rubric often due to teaching assignments and other professional responsibilities, Professors Nolte and Forrester do use the rubric regularly and agree that it is a well-made and vital component of the feedback and evaluation process.

Sub-finding 2.1: 3 out of 4 participants report the necessity for positivity within feedback, and all participants are aware of the challenges of helping students interact with the given feedback.

The participants shared many reasons why they ensure that positive remarks are included as part of their feedback, and overall evaluation, such as previous, negative experiences with feedback as a student and a need to balance out the criticism with notes about what is being done effectively.

Necessity of Positivity in Feedback

Three out of the four participants discussed the importance of positivity while providing feedback. During the interview, Professor Carmen said:

> Those of us who are old enough to remember the red pens… You would get an essay back that's just completely inked up. That's really encouraging for a student. I work a lot with learning support students who are, you know, behind the 8 ball, and so I just try to

> be really encouraging about that [their progress]. And again, I try to focus on marking those global errors instead of every time there needs to be a comma. We need to focus on these bigger issues. (P1_Interview_52-53)

Professor Nolte also spoke to the role of positivity in his feedback. He said,

> I try to make a lot of statements on the paper itself, in terms of noting things I see, both positive and negative. That's kind of a visual process if something jumps out at me. But, I also have a little paragraph or two that I tend to write toward the very end, to mention my overall impression. (P2_Interview_37-38)

Additionally, Professor Forrester, like Professor Carmen, recalled her past days of anticipating feedback and mentioned the essential nature of positivity, along with critique, in feedback. She said:

> I think back to when I was in college, and I didn't get much feedback. And I feel like students deserve to get feedback. They spend a lot of time on these essays. But, at the same time, I spend as much time on feedback when I'm looking at a paper. Obviously, when I'm looking at a C or D paper, it [the feedback] has to fit the situation, so I tend to make it a general rule to at least say one or two positive things. (P3_Interview_49-51)

These participants raised noteworthy points about the benefits of including positive feedback during their evaluation of student writing, but they also discussed how this process comes with challenges.

Challenges of Negativity and Feedback Critique

Along with concerns about including positivity within feedback, and not just focusing on improvements that need to be made, the participants also discussed other challenges that influence their feedback process like turn-around time and more past, personal experiences with

feedback. Professor Sutton also referred back to her own feedback experience as a student. She said:

> Just remembering my own days as a student, I felt that giving feedback within a week or two was the best way to do it. I make demands on their time, and so I think they have a right to expect it back–a fairly quick turnaround. (P4_Interview_40-41)

Instead of timing, Professor Forrester focused her discussion of feedback challenges around the quantity and quality of the comments provided. She said:

> I could use something that teaches how to not feel as inclined to mark so much. Sometimes I feel like I give too much feedback. So, I try to take a step away and let some errors go. Like, a training on how to not be OCD when it comes to grading. I think most teachers are, anyway. And when I look back on my experience as a student. Some of my best instructors were those who gave me tons of feedback. ... And then there's the other side of that, I've seen several studies out there that suggest that with maturity comes writing ability. That the two are very linked. While most of our students are, you know, fresh out of high school. (P3_Interview_96-103)

In addition to her approach to commenting on student writing, Professor Forrester also mentioned challenges regarding feedback perception: She spoke about challenges with her own perception, as the professor, of feedback for the student as well as the students' perception of the feedback provided. She mentioned that student perception is likely linked to age and writing maturity, which can also be a challenge to navigate while teaching. Based on the challenges addressed, the participants' perceptions stem from their perspectives on students' needs in addition to their own recollections of previous personal learning and professor-student feedback experiences.

Finding 3: All participants offer revisions through various gatekeeping methods but focus on different practical details related to facilitating a Composition 1 course.

Each of the participants offer revision opportunities for their students, but each participant also facilitates a unique protocol for revision expectations within their Composition 1 course. These protocols include gatekeeping practices such as when and how revisions are accepted as well as the details that must be followed when applying feedback and resubmitting writing.

Gatekeeping: Revision Protocols

All of the participants discussed their revision protocols (i.e., their process for accepting and scoring writing they had given feedback on, which was reattempted and resubmitted by students). Each of the participants described a different revision process, which was also linked to their gatekeeping policies (i.e., the allowances and stipulations for revisions). When the participants were asked about how feedback informs their teaching, Professor Carmen said:

> Feedback for me, since I mainly teach online, is a point of interaction with the students. It's a point of connection that helps them know they're not just sending words out into cyberspace. Somebody's reading and paying attention. As that somebody, I want to see what you have to say: I want to understand what you're saying; I'm paying attention to that. At least for me, it [feedback] does make that connection. And, for revisions, it's not helpful for them to just get words like, 'This is wrong,' or 'You need to do this going forward.' If they don't go back and think about what they've done, then, it's not as helpful. If they're going to submit a revision, they have to tell me *why* they're changing something–not just show what they change it to. They need to think about: Why do we do

> this? Why do we change this? What direction are you going now? (P1_Focus Group_ 37-43)

After Professor Carmen's response during the focus group, Professor Sutton said, "I think you already answered it" (P4_Focus Group_44). Then, the conversation naturally transitioned to discussing revision expectations in a Composition 1 course. Professor Nolte weighed in by saying:

> I tend to require my students to submit a rough draft that I make large amounts of comments on and have them read those. It's both a point for them to improve their writing, but also for connection. Like me being in conversation: I'm responding to what they're saying. And of course, whenever I am working with a lot of rough drafts, I like to have a certain amount of flexibility in my actual class session. So, I can address stuff that comes up in the drafts pretty frequently. (P2_Focus Group_50-51)

Professor Sutton nodded in agreement when Professor Nolte mentioned flexibility in a class session to address current concerns. Professor Carmen also jumped in to say that "just allowing them [students] to do revisions" was how some professors approached this part of the writing process (P1_Focus Group_55). Professor Forrester also shared her perspective on revisions. She said:

> …When offering those revisions, I don't give students full credit back because they tend to rely on that sometimes, but I do offer them an opportunity to go in and correct their mistakes and resubmit for partial credit. (P3_Focus Group_31-34)

Later, Professor Forrester also explained:

> I also think that it's important, to reiterate to students, the resources that are available for them. I don't know if it would help with the feedback process, but the revisions are where

> they can get the biggest effect. It's [the resources] not extra credit, and it's obviously voluntary, but they're going to help more than anything during that revision. And it's a win-win because they learn too. (P3_Focus Group_278-283)

Since each participant follows a different revision protocol during Composition 1, they also focus on application of different practical details while providing and asking students to engage with feedback.

Practical Details of Providing Feedback in Composition 1

Professors Nolte and Forrester were most vocal when asked to describe the precision with which they provide feedback. Professor Nolte said:

> When giving feedback, I think about the necessity of being encouraging. I try to structure my feedback to where, even if I'm severely criticizing an essay, it's in language that is very neutral. Talking about the writing, not the writer, instead of saying, like, 'this is bad.' I would tend to say, 'Well, you know, your language here does not necessarily succeed in getting your point across,' or 'This is somewhat challenging to follow…' Things like that. I really think tact is very important. I will also often use wording like 'your essay' instead of 'you.' I always try to point out positives along with the negatives and choose something, even if it's something that's worded in a way that isn't overly positive, that's still a positive comment. So, maybe, your essay is *interesting.* (P2_Focus Group_ 80-83)

In response, Professor Forrester said, "Yes, exactly. That [interesting] is a common word in my feedback too" (P4_Focus Group_ 83). She went on to say (as mentioned briefly earlier):

> I have a running document that I pull up every time I grade discussion boards and essays. I have just random comments listed on that, and I have others divided by introduction,

> body paragraphs, conclusion. … And I make sure there are positives, and that the wording is soft, if you will, but also encouraging or blunt when it needs to be. Sometimes I feel like it needs to be, especially if there's something major going on–a disconnect in the essay. But, I'll use that quite frequently and just copy and paste comments into the feedback. And so that allows me to kind of cater things and then semi avoid the fatigue. And then sometimes I just have to stop. You know, I just have to say, 'Okay, enough. This will have to wait until I have refreshed.' And, I feel like, too, a lot of it depends on which essays I start with, which classes, like my dual enrollment, always get [graded] last when it comes to essays. Because if I don't do that, it seems that I'm harder on the rest of them. (P3_Focus Group_94-102)

On the topic of dual enrollment students, Professor Sutton added:

> Dual enrollment instructors, they're doing a ton of grading too. They're feeding into our statistics and all that. So that's one of the positives, I thought, that we've not had lately, which is that those people get a chance to rethink, maybe, how they're doing and get more in sync with us here [full-time professors]. (P4_Focus Group_185-187)

Professor Carmen nodded in agreement with Professor Sutton's statement. The dual enrollment professors are adjunct faculty who usually do not frequent the college campuses because they are teaching TNCC curriculum on-site in the community college's service area high schools. Therefore, Professor Sutton was highlighting how adjunct/dual enrollment faculty may feel disconnected from the department. While Professor Nolte shared a typical play-by-play of the details required during his feedback-giving process, Professor Forrester spoke about her process, stopping points, and awareness of outside influences that can influence grading bias. Professor

Sutton, on the other hand, brought up the impact of departmental consistency as another relevant, practical detail to consider when providing feedback across Composition 1 courses.

Finding 4: Three out of four participants identified the following barriers to providing feedback: Feedback requires copious time and attention to details to provide and iterative application is needed to enhance student engagement.

Time and student engagement with feedback tend to be nagging concerns for professors.

Barriers: Time and Types of Engagement Necessary to Provide Quality Feedback

The time spent giving feedback is one of the most common complaints English professors tend to repeat. Professors Carmen and Sutton both mentioned that they strive to provide feedback and return essays within a week or two of the essay's submission deadline (P1_Interview_23; P4_Interview_39). Professor Carmen said: "If there is a way to make it [feedback] go faster, please let me know. I would love to have some professional development on that" (P1_Interview_87). When asked about potential support needed to help with the feedback process, Professor Forrester also said: "How to do it faster" (P3_Interview_80). However, during the focus group, Professor Nolte considered this inquiry differently. He said:

> …I really feel like whenever I have a large amount of drafts or final papers to grade, toward the very end, after I've graded like 10 or 15 papers, I don't necessarily believe I'm being mean, but I feel like I get more blunt, a little bit more clipped. To help with this, I really like the randomization feature in Turnitin, so like people whose last names that start with A are not getting better feedback than last names with Z. So, it's a little bit more fair that way. But, after a certain period of time, it [my feedback] can become very blunt and matter-of -act. (P2_Focus Group_89-93)

Due to the time-intensive nature of giving feedback, along with the large amount of essays Composition 1 professors typically must read, the participants shared concerns about their time being well spent and the tone of their feedback for students. As an extension of the student reception of feedback, Professor Sutton spoke up about engagement issues she experiences—specifically with the opposition paragraph in the Composition 1 argumentative research essay. Professor Sutton stated:

> One of the issues I have is with students not understanding the opposition argument in the research paper in Comp. 1. That's a really tough one, because they don't have any examples to go by in our culture. It immediately devolves into name calling, and that's all they know. And so, when they get to that body paragraph that is supposed to be the opposition argument, they might have two sentences, and then they immediately fall back into their argument again. And, I'm like, 'Well, this is your argument, but why is your argument in the opposition paragraph? You have all these other paragraphs for your argument; you've got to give them their due.' I teach Dr. King's letter intentionally, because he does such a nice job of giving the opposition their due. And I really emphasize that. So, it frustrates them, and me, when I'm like, 'This is where? Where is your opposition? Here? First of all, if I can't find it? And then, what do you know about their opposition? Why do they believe what they did, because they have a reason for why they believe what they do…?' (P4_Focus Group_105-115)

Accompanying time spent giving feedback and frustrations, like Professor Sutton's, about lacking content (despite feedback given), Professor Nolte discussed a valid point about another barrier that can influence student engagement with feedback. He said:

> There's obviously all kinds of various power dynamics: the instructor giving the grade, the student attending class, and that does affect things, but it is in many ways a dialogue. It's me responding back, and, in any dialogue, you're asking questions like: 'What do you mean there?,' that kind of thing, getting them [students] to clarify and to help their critical thinking. That [critical thinking] can, in turn, make the writing more clear, have better reasoning, and just be more effective for whatever task it happens to have. (P2_Interview_73-75)

Professor Nolte remains acutely aware of the barriers and types of engagement that influence students' feedback application. Considering the importance of feedback as communication, Professor Sutton also expressed desire to help students engage with class content and feedback in tandem. She said:

> So there needs to be a connection between what is taught in class and hopefully, what they learned in class, and what they did in writing. I put more emphasis, obviously, on that, the content of it [the writing] than I do the MLA style, or anything else minor that may come up, which can be remedied. (P4_Interview_46-49)

As a result, Professor Sutton, similarly to Professor Nolte, uses instructional time to complete the feedback loop. While there are many barriers that can arise during the feedback process, the participants shared their outlooks on time management, feedback quality and application, and student engagement during the writing process.

Sub-finding 4.1: The participants share a collective sense that feedback is meaningful, but also that feedback is not effectively applied by students within the Composition 1 environment.

During data collection, none of the participants voiced the concern that feedback could be useless or lacking in purpose. Each semester, for years, these participants have provided and continue to provide feedback on hundreds of student essays. For that reason, there appears to be a collective understanding about the meaningful purpose of feedback, but also a shared disappointment that feedback is often not applied by Composition 1 students effectively.

Meaning of Feedback in Composition 1

Feedback is a large portion of a professor's responsibilities, but it can also be a point of contention.

When asked about the meaning of feedback in Composition 1, during member checking, Professor Carmen said:

> We end up teaching through our comments, or that's our intent, is to teach through our comments. Students might see feedback as 'You did this wrong,' but we need to direct them, through their writing, to learn what to do in the next essay based on revision. It's about taking that perception of writing and applying it to improve the next version. (D. Carmen, personal communication, February 26, 2025)

Since feedback can be viewed as the bridge between what is being taught in a course and what is happening in students' writing, revision becomes the necessary route that discourages negative perceptions and inspires motivational growth to develop writing as a skill.

Furthermore, when asked about the meaning of feedback, Professor Nolte offered a different perspective. He said:

> I see a huge difference between scoring and grading verses giving feedback on writing. Grading is an institutional policy. As a culture, we've deemed it important to provide a number as part of assessment. Feedback, though, is more than assigning a numerical judge of value. Feedback is about pointing out strengths and weaknesses, providing a holistic overview, offering room to improve, encouraging and building rapport with students, and my part in the conversation is more important than only to score. (C. Nolte, personal communication, February 26, 2025)

The meaning and purpose behind feedback can take shape through conversation and directions toward revision, yet many students bypass these efforts and focus only on the score/grade given as an evaluation of their writing.

Regarding this concern of ignoring feedback and valuing numerical grades, Professor Forrester spoke to her experiences with students who receive feedback and grades simultaneously. She stated:

> Some of them never read it [feedback]. I can go in and see if they have viewed the feedback or not. I find that, especially in the online classes, a lot of them don't read the feedback. I feel like that could be linked to this whole fast-paced, 'all about me,' mentality that exists for many of our students. They're used to not having to do more than they want to do, and that's just where our society operates right now. We're just driven with, 'Let's save time. Let's do things quickly.' It seems like nothing is deep anymore. (P3_Focus Group_140-142)

Professor Forrester articulated similar concerns that Professors Carmen and Nolte addressed. In one way or another, they all conveyed concerns about cultural viewpoints around scoring/grading, and lack of value for the writing/revision process, and general student

disengagement within the feedback conversation. Despite these concerns, these professors truly believe in the meaningful benefits and instructional work that feedback can accomplish, which makes student engagement in feedback application necessary and possible throughout Composition 1.

Application of Feedback in Composition 1

Despite the participants' collective belief in the power of feedback, all of the participants also anticipate disappointment regarding student engagement with feedback and essays that have not been fully revised.

Professor Nolte arranges his Composition 1 courses to involve initial, heavy drafting before final submissions of essays are due. He said:

> I guess part of my approach is getting people to write coherently. We hear the phrase: You need to work smarter, not harder. But I feel like this is something where you have to work both smarter and harder at the same time. I haven't found any kind of shortcuts when getting someone from barely coherent to coherent [in writing]. I think probably having no more than 3 essays per semester, with plenty of time for conferences, which we do, that's great. That's just really what seems to work, at least in Comp. 1. I feel like with Comp. 2, maybe we can have fewer drafts and maybe get a little bit loose with the revision process, because they've mastered some stuff by then. But, especially for Comp. 1, when we have so many problems, I think I just need to be more involved, like a one-on-one type thing, looking over their drafts, making a lot of comments, and also talking to them [students] about the comments, so that they don't just ignore them and turn in the resubmission. You know, it's very frustrating to take like 10-15 minutes making comments on the drafts, and then it's not read. (P2_Focus Group_ 291-294)

Much the same as Professor Nolte, Professor Forrester is frustrated by students who do not apply the given feedback. Therefore, she is less concerned about drafting and revising and more focused on the final submission. Since she does not want to comment on essays twice, she uses feedback to assess and propel students onto the next essay. Professor Forrester said:

> I don't tend to gravitate toward rough draft submission, just because I don't want to grade an essay many times. Sorry, it just doesn't always end up with a final essay that's really, really good. If there was more of an opportunity to say, 'Okay, we're going to put most of our efforts on the rough draft and know that is going to culminate in a kick butt final draft, that'd be different, but that's not really what tends to happen in my experience. (P3_Focus Group_300-302)

Similar to Professor Forrester, Professor Sutton was also skeptical about final essays with feedback that have been resubmitted after revision. For her Composition 1 courses, she said, "I'll let them revise once, for an improved grade, usually an additional 5 points. I mean, if it's a true revision" (P4_Interview_108–109). Professor Carmen also shared her philosophy about revision driven by applied feedback. She stated:

> I guess it's just about how we can better incorporate revision, and, you know, 'force' students into that because, we know, we have been students, and things happen last minute, even if they have good intentions. So, trying to get them to not do that and trying to find a way to incorporate that [revision] in the course. And that's hard, because the more feedback we need to provide, that's more on us, the time factor. And, we only have 15 weeks in a semester. And so, maybe planning for that, too. … I think going back, and thinking about where I've had to work with newer instructors, adjunct instructors, I think it's really important to guide them to mark the global errors because we write at a

> different level than our students do. And for some instructors, it's just difficult to see that distance between where we are and where the students need to be going. So, I tell them [instructors], 'No, you don't have to mark everything,' but I want to make sure they go forward with this information that revision is important. (P1_Interview_76-85)

While Professor Carmen does offer this overarching approach as a guideline for professors and their own revision protocols within Composition 1, as the data has made evident, there is still quite a bit of room for inconsistency and difference in professors' approaches to feedback and revisions, and, thus, how students also apply feedback during revision(s).

Discussion

Overall, analysis of the data revealed that the participants describe their feedback in similar ways, but their perception of feedback differs due to personal understandings and writing practices. Of the participants, three out of four referred to positivity as an essential element of feedback, and all participants reported challenges in helping students interact with the feedback provided. Each of the participants recounted varied versions of revision protocols for students to follow. Each of the participants also differed in what they described as relevant practical details and how these details impact their feedback process. These practical details differed not only based on beliefs about writing, but also on each professor's preferred teaching style for Composition 1 courses. Finally, three out of the four participants pinpointed barriers they tend to encounter during the feedback process such as the time-consuming nature of the task and the difficulty of helping students engage effectively during application of the feedback to improve their writing development. All in all, the participants agreed that feedback is indeed meaningful, but feedback could also be used more purposefully throughout a Composition 1 course. To

streamline the actionary outcomes of these findings, Chapter 5 presents recommendations supported by the literature.

Chapter 5: Recommendations

As the previous chapters illustrated, this study grew out of a problem of practice to investigate professors' feedback practices within the English department at TNCC. This problem of practice was worth exploring at TNCC because this investigation provided deeper knowledge about feedback practices in Composition 1 courses at this community college. Many community college students need additional writing support, but they are often underserved (Gamlem, 2015; McCulloch & Leonard, 2024). However, strong writing is an essential skill for career performance and/or for success at four-year universities (Coyle, 2010; Perun, 2015). Therefore, through data analysis of sample essays with feedback, individual interviews, and a focus group, this study worked to identify areas and potential resources that can be improved via the recommendations provided in this chapter. These recommendations will support the 25+ sections of the required Composition 1 courses that the TNCC English department schedules each semester. Ideally, these recommendations will enhance the student experience during Composition 1–an experience which can influence student's relationship with writing, feedback/communication, and future within academia and the workforce.

Therefore, the purpose of this study was to collect and synthesize qualitative data regarding professors' collective sensemaking around feedback practices. As discussed previously, collective sensemaking is an underpinning to human interaction; it influences people's perception of messages from their environment (Weick, 2012). Coburn (2001) asserted that messages from the environmental (school) culture (i.e., writing practices, world views, understandings, gatekeeping, and practical details) mold teachers' sensemaking, communication, and instructional choices–notably, feedback, in the context of this study.

This study was crafted based on the department chair's concern about levels of consistency and quality within feedback. The following research questions were used to anchor this study:

- RQ 1: How do TNCC (Tennessee Community College) faculty ***describe*** the feedback process as part of Composition 1 students' writing development?
- RQ 2: What are TNCC faculty ***perceptions*** of the feedback they provide on Composition 1 students' writing?
- RQ 3: ***How*** are TNCC faculty providing feedback to students in Composition 1?
- RQ 4: What ***barriers***, if any, do TNCC faculty identify to providing effective feedback for Composition 1 students?

Discussion of the findings is aligned to the conceptual framework and research questions of this study, which are reiterated next.

Based on the findings presented in Chapter 4, Chapter 5 offers recommendations for TNCC professors who teach Composition 1 in the English department. These recommendations are supported by the literature as evidence-based feedback practices. As noted in Chapter 4, in terms of giving feedback, the participants did the following:

- 2 of the 4 participants described their beliefs about writing and demonstrated feedback practices and essay evaluation that aligned directly with their stated beliefs.
- All 4 participants described their feedback similarly with specific reasons as to how it helps students improve their writing skills, but they all approached the process of giving feedback somewhat differently.
    - 3 out of the 4 participants spoke to the need for positive feedback alongside critiques, and all participants reported challenges regarding students' interaction with feedback.

- All 4 participants described how their feedback is provided, in detail, in addition to their various revision protocols and gatekeeping methods. Therefore, there are a variety of feedback revision practices at work throughout the department.
- The 4 participants noted time, details, and iterative student engagement as barriers to the feedback process.
    - All 4 of the participants stated that providing feedback to students is meaningful, but all the participants also acknowledged that students often do not apply feedback constructively.

As noted in Chapter 4, the TNCC English department recognizes the importance of feedback and the beneficial influence it can have on helping students improve their writing skills. The participants of this study described their feedback processes in great detail and their feedback practices demonstrate their perceived efforts to support students' writing development. The participants spend a great amount of time giving feedback because they are aware that students at TNCC need specific support in order to develop their writing skills and progress in higher education or pursue a career. Most of the participants spoke about the importance of balancing negative critiques with positive comments throughout feedback. Each of the participants acknowledged the necessity of meeting students' needs during the teaching and learning experience. All the participants discussed revision, but they each have different expectations around revision within their Composition 1 courses. Also, each of the participants identified time and iterative application of the feedback as barriers to success. Additionally, three of the four participants used the rubric while grading the sample essay, and, while two participants were very close in their scoring: 65% and 64% D, so were the other two participants, 75.99% C and 70% C-. Based on these findings, research within the literature on feedback

practices supports the clarification and unification of collective sensemaking among colleagues through shared definitions of writing philosophies, approaches to revision, departmental guidelines, and rubric usage, which are discussed further in the recommendations that follow.

Recommendations

1. **The TNCC English department should establish a shared faculty understanding of writing goals based on their collective sensemaking around a definition of "good" writing.**

By defining a collective sense of what "good" writing is, the TNCC professors will be able to adhere to aligned writing goals, which could be articulated in the departmental guidelines (Appendix K). This alignment of agreed upon writing outcomes (i.e., goals and product) will serve as a benchmark toward which effective, consistent feedback can be aimed and practiced. If professors are more unified in their approach to feedback, then there will likely be an increase in student engagement with the feedback throughout Composition 1 courses (Bloxham & Campbell, 2010; Chan & Luo, 2022; Deeley et al., 2019). Currently, Professor Nolte is demonstrating the most consistency across his beliefs about writing and feedback efforts. Like Professor Nolte, Professor Carmen is mostly consistent in her stated beliefs about writing and related feedback. Both of these professors share similar beliefs about writing and, therefore, have similar feedback approaches (i.e., feedback as dialogue and guidance toward revision), and the feedback displays their beliefs. The other two participants in this study, Professors Forrester and Sutton, stated somewhat different beliefs about writing, but they shared similar feedback approaches. Professor Forrester attributed her approach to the nature of teaching a Composition 1 courses, specifically, and explained that her approach is similar to the efforts of Professors Carmen and Nolte in subsequent courses where students have already learned foundational writing skills and can focus more on content. Professor Sutton is incongruent in her stated beliefs about writing (i.e., focus on

argument/supporting claims with evidence) and demonstrated approach to feedback (i.e., focus on grammar/conventions). In addition to these inconsistencies in individual practice, some more than others, the collective practice within the department demonstrates inconsistencies as well.

Overall, inconsistencies are present among the TNCC's professors feedback practices since not everyone shares the same beliefs about "good" writing, and, overall, Professors Nolte, Carmen, and Forrester have demonstrated and provided explanations to clarify their beliefs about writing in relationship with their feedback efforts, but Professor Sutton stands as an outlier in her stated beliefs versus practices. Therefore, TNCC's departmental guidelines (Appendix K) could be revised to also include a statement of the shared belief(s) and goal(s) about writing as well as the expected feedback approach(es) that should be practiced. These goals should include specific expectations around rubric usage and feedback integration while teaching Composition 1 courses such as utilizing an endnote to show students connections between the rubric scoring criteria and its connection with the feedback given on the essay and/or comments added to the rubric (Nordrum et al., 2013; Zimbardi et al., 2017). These practices will ideally help students create stronger written products through deeper engagement with and application of the feedback provided.

2. Revision should be employed as application of feedback provided during the writing process rather than a "re-do" of a final essay submission.

Analysis of the data collected from the participants' sample essays, interviews, and focus group revealed that two of the four participants, Professors Carmen and Nolte, conceptualized revision as part of the writing process. Professor Sutton views revision as a glorified extra credit opportunity. And, Professor Forrester uses revision as a method for preparing for the next essay rather than improving the current one. Literature on revision for college composition students suggests that most students rely on grades and are uncertain about using feedback to revise

(Perun, 2015). Furthermore, if a grade is provided too early in the writing process, or, rather, if a "final" essay is submitted without the student actually experiencing the writing process (i.e., drafting and revising), this grade will indicate to the student that the work is done (Wisniewski et al., 2020). Therefore, under the updated departmental guidelines (Appendix K), the shared revision protocol should be integrated into the Composition 1 expectations as application of feedback provided during the writing process rather than a "re-do" of a final essay submission.

2.1. The TNCC English department should revise their Composition 1 guidelines to lay out a unified approach to revision of student essays.

All four participants described different revision protocols (i.e., expectations for students to apply feedback and resubmit an essay), which they use in their Composition 1 courses. The English professors at TNCC are expected to follow a set of departmental guidelines (Appendix K). The current guidelines state the following about revision:

> Professors should provide feedback at multiple points throughout the writing process…. Grades on essays should be provided at least one week before the next essay is due. … Students should be allowed to revise at least one essay during the semester in an attempt for an improved grade. A revised essay should reveal improvement in a student's writing to receive a better grade…. Instructors may also set reasonable limits on allowing conferences, tutoring, or revision of late essays. (D. Carmen, personal communication, August 20, 2024)

Since the departmental guidelines (Appendix K) do not prescribe a specific approach to revision and only offer a general idea of how revision should be handled within Composition 1, a more unified approach to revision should be laid out for professors to follow within their course(s). Clarifying a unified approach to revision would be beneficial for two reasons: 1) A shared

revision protocol would enhance the department's collective sensemaking around writing practices, and 2) A shared revision protocol would provide a common expectation, which students would learn to expect and follow while developing their writing skills.

While revision is a significant task, it can also be challenging to implement. Graham (2019) notably states that amending a course's writing practices is certainly a "formidable challenge" (p. 296). But, Cunningham (2019) found that students who feel as though they are making progress tend to feel encouraged by revision opportunities where they can apply clear feedback. Additionally, Perun (2015) also asserts that community college students, specifically, tend to feel uncertain about academic writing. By extension, community college students also tend to hurry through writing-related tasks, such as drafting and revising, which leaves these students at a disadvantage since the necessary critical thinking and writing skills are not being developed for future use (Perun, 2015).

For that reason, providing practice for students to revise, even without instruction, can reduce students' apprehension about revision (Carifio et al., 2001). Further, some professors may be concerned that including revision will create more work, time, and necessary feedback, but with well-conceived course design and structure, fewer assignments can be required, and a focused emphasis can be placed on revision to deepen the writing experience and close the feedback loop (Boud & Molloy, 2013; Carless & Boud, 2018). Finally, William (2013) claims that "feedback should be more work for the recipient than the donor" (p. 18). Therefore, it is necessary to create a class culture and course structure built around acceptance and application of feedback (Leenknecht et al., 2019; Malecka et al., 2022; McCulloch & Leonard, 2024; Nash & Winstone, 2017). The TNCC English department needs to build this culture of revision, and a

step toward doing so would be to re-think how revision is approached in the professors' Composition 1 courses.

3. The TNCC English department provides a departmental rubric to enhance consistency in grading and assessment, but not all participants use the rubric. This rubric has the potential to establish a framework for collective sensemaking around evaluation of student writing and substance of feedback commentary (i.e., inclusion of positivity), but further discussion about rubric use is needed.

Data collection indicated that two out of four participants used the rubric and were consistent in their scoring of the sample essay provided (65% D, 64% D). One participant used the rubric and scored the sample essay higher at 75.99% C, and the fourth participant did not use the rubric to score the essay. During the interview, this participant verbally stated the essay would have earned a 70% C (P4_Interview_55). While this grading is somewhat consistent among participants, it could be improved. In addition to scoring/grading, as discussed in Chapter 4, the participants demonstrated similarities and differences in the content of their feedback. Further emphasis and reinforcement of departmental rubric usage to fidelity would create a collective practice along with use of shared feedback language. Nordrum et al. (2013) asserts that using both feedback and a rubric provides a synergy of evaluative context that can move writing/revision forward. Based on this information, ancillary departmental training and grade norming involving the rubric would be instrumental in promoting this effort.

Deeper departmental conversations are needed to assess use of the rubric–especially if/when the rubric is included with the departmental guidelines (Appendix K) as an enforced faculty expectation. Use of the departmental rubric would help develop a checklist of criteria to prioritize during essay evaluation. Emphasis of this criteria not only focuses the scoring/grading

calculations, but also the criteria would provide a shared language for the substance of feedback commentary as well as overall assessment. Furthermore, collection and analysis of the rubric criteria could be used to identify parts of essays where students struggle the most. This information could be used to specifically build curriculum modules that support students' writing development with consistent, collective instruction.

3.1. Professors can choose when to present a scored rubric to students, but a final grade for the essay should be withheld until all iterations of the writing are complete.

While a shared rubric would provide more consistency across Composition 1 sections, the research also suggests that separating feedback from grades is ideal when working with students who are in the process of revisions. Thus, final grades should be withheld until the final essay submission is evaluated. Students may benefit from seeing where their current essay falls within the scoring criteria, provided on the rubric, since feedback on assessment impacts student satisfaction and achievement (McCulloch & Leonard, 2024). However, seeing an overall grade alongside feedback can be overwhelming and distracting (Carifio et al., 2001). Students are often distracted by a grade and could be emotionally impacted, which deters the complex teaching and learning process that feedback works to promote (Carifio et al., 2001; Pitt & Norton, 2017). Students need the separation of feedback and grades while developing writing skills.

Furthermore, Winstone and Boud (2022) wrestle with and work to provide clarity around the concepts/differences between feedback and grades. They expound on assessment: formative assessment often involves feedback–to influence a student's future learning and work still to be done–while progressing toward summative assessment where defensible grades are given as an evaluation of a student's performance (Winstone & Boud, 2022). Therefore, providing feedback and grades serve two very different functions. Notably, providing grades alongside feedback

diverts students' attention away from the feedback and confirms the perception that feedback is of secondary importance. To redirect this perception, Winstone and Boud (2022) suggest using "adaptive release of grades" where feedback is given gradually throughout the learning process with the score withheld, then the summative grade is provided (p. 663). Adopting this process would not only enhance student engagement with the feedback that professors spend so much time providing, but it would also offer a natural motivational tool to encourage writing development throughout Composition 1.

Conclusion

This study explored the Composition 1 feedback practices of four participants from TNCC's English department. The research questions of this study inquired about how faculty describe their feedback process, perceive their feedback within Composition 1, how they provide feedback to students, and barriers faculty identify to giving effective feedback. Additionally, the conceptual framework offered another layer of insight based on collective sensemaking of feedback within the TNCC English department. This study featured data analysis to inform the recommendations presented in the concluding chapter.

In summary, the TNCC English department should provide a clear, cohesive protocol for revision conducted within Composition 1 courses. The revision protocol can be stated in the departmental guidelines (Appendix K) and followed collectively. Furthermore, the use of the departmental rubric should be addressed and enforced. The rubric provides a shared method and language for evaluation, grading consistency, and uniform institutional data collection. Regular department meetings could be dedicated to professors grading together and discussing how varying feedback on the/a sample essay can cultivate a culture where colleagues explore how and why they approach feedback and grading with their current, or perhaps evolving, practices.

Redesigning the collective approach to Composition 1 at TNCC will work to address the barriers identified in the findings of this study: 1) Inconsistencies in shared beliefs about writing result in inconsistent feedback practices, 2) revision should be viewed as part of the writing process–not optional, extra credit after the fact, and 3) the rubric can be employed as an evaluation tool throughout the writing process rather than only as a final grading instrument. Not only will these measures likely improve and clarify the department's collective sensemaking around writing instruction as well as consistency in feedback and assessment practices, but these recommendations will also create a baseline for foundational writing practices that Composition 1 students tend to need and can learn to rely on while developing their essential writing skills.

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Appendix A: Capstone Alignment Chart

Conceptual Framework Elements	Research Questions	Data Collection
Messages from the Environment	RQ 1: Describe the feedback process RQ 2: Faculty perceptions RQ 4: Barriers	Focus Group
Writing Practices	RQ 1: Describe the feedback process RQ 2: Faculty perceptions RQ 3: How faculty providing feedback RQ 4: Barriers	Sample Essay Interview Focus Group
Beliefs about Writing	RQ 2: Faculty perceptions RQ 3: How faculty providing feedback RQ 4: Barriers	Interview Focus Group
Understandings	RQ 1: Describe the feedback process RQ 2: Faculty perceptions RQ 3: How faculty providing feedback	Sample Essay Interview Focus Group
Gatekeeping	RQ 3: How faculty providing feedback	Sample Essay Interview

	RQ 4: Barriers	Focus Group
Practical Details	RQ 1: Describe the feedback process RQ 3: How faculty providing feedback	Sample Essay Interview
Feedback	RQ 1: Describe the feedback process RQ 2: Faculty perceptions RQ 3: How faculty providing feedback RQ 4: Barriers	Sample Essay Interview Focus Group
Revisions	RQ 1: Describe the feedback process RQ 2: Faculty perceptions RQ 3: How faculty providing feedback RQ 4: Barriers	Sample Essay Interview Focus Group

Appendix B: Data Collection Plan Matrix

Research Questions	Method(s) of Data Collection	Triangulation
RQ 1: How do TNCC faculty describe the feedback process as part of Composition 1 students' writing development?	Interviews Focus Group	Document analysis of sample essays Field Notes
RQ 2: What are TNCC faculty perceptions of the feedback they provide on Composition 1 students' writing?	Interviews Focus Group	Document analysis of sample essays Field Notes
RQ 3: How are TNCC faculty providing feedback to students in Composition 1?	Document analysis of sample essays Field Notes	Interviews Focus Group
RQ 4: What barriers, if any, do TNCC faculty identify to providing effective feedback for Composition 1 students?	Interviews Focus Group	Document analysis of sample essays Field Notes

Appendix C: Sample Recruitment Email

Subject line: UVA/University of Virginia Research Opportunity for Full-time English Professors

Content:

Researchers in the Department of Curriculum & Instruction at the University of Virginia are conducting a research study focusing on how faculty approach the feedback process with students' writing in Composition 1. The purpose of this study is to learn more about the challenges and successes faculty experience while providing individualized feedback.

The study involves providing feedback on a sample research essay, an individual interview, and a focus group meeting. Participants can expect to spend about 2 hours of involvement over the course of a month.

Eligible participants are full-time professors within the English department.

There is no compensation for this study.

For more information about this study, please contact:

Principal Investigator: Sara Amato

University of Virginia

School of Education and Human Development, Curriculum, Instruction & Special Education

317 Bavaro Hall

Charlottesville, VA 22903

nrv6cx@virginia.edu

(630) 338-3357

Protocol Title: Evidence-Based Feedback Practices in English Composition 1 Courses

IRB-SBS # 7111

Appendix D: Informed Consent Agreement

Please read this consent agreement carefully before you decide to participate in the study.
Consent Form Key Information:

- Provide feedback and scoring on a sample research essay (written and provided by the Principal Investigator)
- Schedule and participate in a 30-60-minute individual, semi-structured interview
- Schedule and participate in a 60-minute focus group

Purpose of the research study: The purpose of this study is to explore how professors assigned to teach Composition I at a community college make sense of feedback practices and to understand how professors currently provide feedback. This study has the potential to contribute to the advancement of knowledge about feedback practices and to provide an opportunity to develop evidence-based resources for community college professors in efforts for improving writing instruction.

What you will do in the study:

1) **Sample research essay:** You will be supplied with a sample research essay to provide feedback on and score using the departmental rubric. The faculty member will be asked to share their copy (hard or digital) of the sample essay with feedback with the Principal Investigator at least 1-2 days prior to their individual interview.

2) **Semi-structured individual interview:** (30-60 minutes) You will participate in an in-person interview that will ask you about how you approach teaching composition and providing feedback on a research essay as well as challenges and successes you experience in providing feedback. The discussion will be recorded using Zoom (no video). You can skip any question that makes you uncomfortable and stop the interview at any time.

3) **Focus group interview with course professors:** (60 minutes) You will participate in a focus group with other participants (up to six full-time professors) from the English department to share feedback practices. This focus group will be held in person and audio recorded using Zoom (no video) within a week after the last individual interview. You can skip any question that makes you uncomfortable.

Time required: The study will require about _2_ hours of your time over the course of a month.

- Feedback on sample essay (15-20 minutes)
- Interview (30-60 minutes)
- Focus Group (60 minutes)

Risks: There are no anticipated risks in this study.

Benefits: This study has the potential to learn more about feedback processes in Composition I.

Confidentiality: The information that you give in the study will be handled confidentially. Your information will be assigned a code number and pseudonym. The list connecting your name to

these identifiers will be kept in a locked file. When the study is completed and the data have been analyzed, this list will be destroyed. Your name will not be used in any report. After the data has been analyzed and the study is complete, the recordings will be destroyed. If a participant chooses to withdraw, their interview recording will be destroyed immediately.

Due to the nature of the focus group, others will know what you have reported, and confidentiality cannot be guaranteed outside of the focus group.

Voluntary participation: Your participation in the study is completely voluntary. Your decision to participate will have no effect on your employment.

Right to withdraw from the study: You have the right to withdraw from the study at any time without penalty. Audio recording of the interview will be destroyed should you decide to withdraw.

How to withdraw from the study: If you want to withdraw from the study, do not submit the sample essay with feedback, tell the Principal Investigator to stop the interview, and/or stop participating during the focus group and inform the Principal Investigator of your wish to stop involvement. There is no penalty for withdrawing and withdrawing will not affect your experience as an employee. If you would like to withdraw after study activities have been completed, please contact the Principal Investigator using the contact information below and your data will be destroyed. Identifiable information will be destroyed; however, it may not be possible to identify and destroy all a participant's contributions during the focus group discussion.

Payment: You will receive no payment for participating in the study.

Using data beyond this study:
The results of this study may be presented at conferences or published in journals or on a website. Researchers of future studies will not ask your permission for each new study. Other researchers will not have access to your name and other information that could potentially identify you.

Please contact the researchers on the study team listed below to:

- Obtain more information or ask a question about the study
- Report an illness, injury, or other problem
- Leave the study before it is finished

Principal Investigator's Name: Sara Amato
Curriculum, Instruction & Special Education
317 Bavaro Hall
University of Virginia, Charlottesville, VA 22903
Telephone: (630) 338-3357
nrv6cx@virginia.edu

Faculty Advisor's Name: Stephanie van Hover
Curriculum, Instruction & Special Education
317 Bavaro Hall
University of Virginia, Charlottesville, VA 22903
Telephone: (434) 924-0841
sdv2w@virginia.edu

You may also report a concern about a study or ask questions about your rights as a research subject by contacting the Institutional Review Board listed below.

Tonya R. Moon, Ph.D.

Chair, Institutional Review Board for the Social and Behavioral Sciences

One Morton Dr Suite 400

University of Virginia, P.O. Box 800392

Charlottesville, VA 22908-0392

Telephone: (434) 924-5999

Email: irbsbshelp@virginia.edu

Website: https://research.virginia.edu/irb-sbs

Website for Research Participants: https://research.virginia.edu/research-participants

UVA IRB-SBS # 7111

Agreement:

I agree to participate in the research study described above.

Print Name: _____ Date: _____

Signature: _____

You will receive a copy of this form for your records.

Appendix E: Sample "Student" Essay for Document Analysis

Professors,

Please review the attached sample research essay as you would any student essay in your own class. Provide feedback throughout the document in the way you typically approach student submissions.

After reviewing the essay, please complete the included departmental rubric to assign a score—just as you would in your usual grading process.

Please return the essay with feedback and completed rubric to the researcher at least 1-2 days before your scheduled individual interview.

Thank you, again, for agreeing to participate in this study!

Jackie Smith

Prof. TNCC

ENGL-1010

20 Oct. 2024

Argument Research Essay: Daylight Savings Time

Daylight savings time was instituted in America during World War I in an effort to save people's energy (McMillan). Now, people don't seem to like Daylight saving time as much because of the time change, it gets darker earlier, and people have to shift their schedules. Daylight saving time can have some advantages since it helps people have more light during normal operating hours and lets us get an extra hour of sleep. The United States are experiencing a challenge, though, because some states want to keep observing Daylight Saving Time while others do not. Daylight Saving Time should continue to be followed in the United States due to the benefits it provides for people and businesses, and while some may disagree or say that it's unhealthy, it is best for all states to follow the same rules.

Daylight Saving Time provides more daylight during normal waking hours. For children specifically, it's very important that they follow a normal sleep and wake schedule with physical activity during the day too (Goodman et al.). If we don't follow Daylight Saving Time, then kids won't be able to play outside as much. This will make them less healthy. Adults need exercise too, and it is even better if that exercise happens outside (Gladwell et al.). Gladwell states, "mental health benefits that appear to occur when exercise is performed in an outdoor environment" (p. 1). Mental health is very important, and exercise helps improve mental health for people of all ages. Therefore, if the U.S. continues to participate in Daylight Savings Time, then people will have more chances to be outside when it's light out, which is beneficial to their mental health.

If people are happy, they tend to be better consumers. They go to work to make money to spend each day. So, Daylight Saving Time can also help businesses succeed. More hours of daylight means safer traveling by car. And, based on an article from the ProCon.org database, “Later daylight means more people shopping after work, increasing retail sales, and more people driving, increasing gas and snacks sales for eight months of the year (the time we spend in DST)” (“Daylight Saving Time). Basically, if people are up when the sun is up they are more likely to go out and support businesses.

Some people think that Daylight Saving Time is unhealthy because people have to adjust their schedules during the day and while sleeping, but that seems like a small price to pay for the benefits already discussed. Technically, there are at least 20 states in the United States that are trying to have Daylight Saving Time year round (Anas). Daylight Saving Time does save energy, but it also is not best for human sleep patterns, and it contributes to more crime and accidents and health issues during the transition weeks (Anas). More darkness during waking hours can also make people less productive, and electricity costs money these factors can make people depressed (ProCon.org.) Basically, it can be seen as unhealthy, but that does not apply to the majority of people.

Daylight Saving Time should continue to be something that all of the United States does because the advantages outweigh the disadvantages. It is important that the U.S. follows the same rules for all states otherwise we are not really united and everyone won’t be synced up. Changing Daylight Savings Time could also impact time zones. Other articles say that having more daylight in the evening and less in the morning can be a safety issue so it’s better to keep the shift. Doing away with Daylight Saving Time would mean that the U.S. would need to operate on a standard time year round (McMillan). President Biden tried to pass a bill called the Sunshine Protection Act, but it was not approved.

In conclusion, the pros mean more than the cons for Daylight Savings Time because having more daylight hours can help people be healthy and better consumers. Some people don't like the time change, but most people adjust well. We need to "fall back" and "spring forward" each year. For the good of everyone, the United States should keep Daylight Saving Time.

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Appendix F: Composition 1 Essay Rubric

Criteria	A Sophisticated*	B Competent*	C Adequate*	D Inconsistent*	F Little to No Display	Criterion Score
Introduction/Conclusion	Introduction includes sophisticated*, precise wording that engages readers while establishing background info and/or relevance appropriate to the essay's main points. The paragraph is fully developed; a minimum of 3-4 sentences lead into the thesis (as the last sentence of the introduction). Conclusion paragraph	Introduction includes competent wording that engages readers while establishing background info and/or relevance appropriate to the essay's main points. The paragraph is fully developed; a minimum of 3-4 sentences lead into the thesis (as the last sentence of the introduction). Conclusion paragraph brings the essay to a satisfactory close with no new points. The paragraph is fully developed. The conclusion reiterates the significance of the topic	Introduction includes adequate wording that connects readers to the topic while establishing background info and/or relevance appropriate to the essay's main points. The paragraph is developed and leads into the thesis. Conclusion paragraph brings the essay to an adequate close with no new points. The paragraph is adequately	Introduction contains inconsistent word choice, sentence development, or paragraph development does not adequately connect readers to the topic. The paragraph may not be fully developed and/or the thesis may not be placed as the last sentence of the introduction. Conclusion paragraph closes the essay but may be inconsistent with topic,	Introduction contains confusing* word choice, sentence development, or paragraph development that disconnects the reader and topic. The thesis is not complete or may not be present. Conclusion paragraph is disconnected from the topic of the essay, or it leads into other topics. The paragraph is underdeve	/15

	brings the essay to a satisfactory close with no new points. The paragraph is fully developed. The conclusion reiterates the significance of the topic and continues to support the thesis.	and continues to support the thesis.	developed. The conclusion reiterates the significance of the topic and continues to support the thesis.	sentence development, or connections to the rest of the essay. The paragraph may not be fully developed.	loped or off topic.	
Argument	Sophisticated word choices present a clear, focused, argument-driven thesis statement and identify precise topics consistent with the essay's assignment.	Competent word choices present a clear, focused, argument-driven thesis statement and identify topics consistent with the essay's assignment.	Adequate word choices present a focused, argument-driven thesis statement, which may not be placed at the end of the introduction, but does identify topics consistent with the essay's assignment.	Thesis presents a weak argument, does not identify topics consistent with the essay's assignment, and/or presents as an announcement using a phrase like "this essay will be about."	Thesis is vague or missing altogether and/or does not meet the assignment parameters. Thesis may present as an announcement using phrases like "this essay will be about," "I am writing to argue," or "in this essay,	/20

					readers will learn."	
Organization	Essay's body paragraphs incorporate sophisticated transitional elements, present clear topic sentences that connect main points of the paragraphs to the thesis, and present 2-3 supporting sentences with evidence. Paragraphs end with clear summary sentences.	Essay's body paragraphs utilize effective transitions, present mostly clear topic sentences that connect main points of the paragraphs to the thesis, and present 2-3 supporting sentences with evidence. Paragraphs end with mostly clear summary sentences.	Essay's body paragraphs begin with predictable * transitions, present somewhat clear topic sentences that connect most of the main points of the paragraphs to the thesis, and present 2-3 supporting sentences with evidence. Paragraphs end with somewhat clear summary sentences.	Essay's body paragraphs often do not begin with transitions, present topic sentences that may only connect some of the main points of the paragraphs to the thesis, and present only 1-2 supporting sentences with evidence. Paragraphs end with vague summary sentences.	Essay's body paragraphs do not begin with transitions, present topic sentences that do not connect the main points of the paragraphs to the thesis, and present 1 or no supporting sentences with evidence. Paragraphs are also missing summary sentences.	/15
Supporting Evidence/ Body Paragraphs	Ideas are relevant and support the essay's argument/thesis. Main points are	Ideas are relevant and support the essay's argument/thesis. Main points are competently	Ideas are relevant and support the essay's argument/thesis. Main points are	Some ideas may not be relevant or may not support the essay's argument/thesis.	Ideas presented may not be relevant to the essay's thesis. There is little to no	/25

	skillfully stated and amply developed with meaningful examples, evidence, quotes, paraphrases, and explanations.	stated and amply developed with effective examples, evidence, quotes, paraphrases and explanations.	adequately stated and developed with sufficient examples, evidence, quotes, paraphrases, and explanations.	Main points are inconsistently developed using simplistic examples, evidence, or explanations. Quotes and paraphrases could be missing, provide inconsistent support, or shift focus. Or, there is a reliance on over-quoting in lieu of support.	development and/or examples, evidence, and explanations. Quotes and paraphrases could be missing, do not support the main ideas, or shift focus. Or, there is a reliance on over-quoting in lieu of support.	
Citations/ Format	Sources are properly identified and incorporated with few to no errors as per the manuscript guidelines identified in the assignment criteria (APA,	Sources are properly identified and incorporated with minimal errors as per the manuscript guidelines identified in the assignment criteria (APA, MLA, Chicago Style,	Sources might not be properly identified and incorporated as per the manuscript guidelines identified in the assignment criteria (APA, MLA,	Some source information may be incomplete and/or only source URLs are provided. Manuscript guidelines identified in the assignment criteria	There is little to no documentation of sources.	/15

	MLA, Chicago Style, Turabian, CSE, etc.).	Turabian, CSE, etc.).	Chicago Style, Turabian, CSE, etc.).	(APA, MLA, Chicago Style, Turabian, CSE, etc.) are not followed.		
Grammar/ Conventions	Sophisticated choices in style, tone, diction, and sentence structure are appropriate to purpose and audience.	Choices in style, tone, diction, and sentence structure are appropriate to purpose and audience.	Choices in style, tone, diction, and sentence structure could be further developed and are not appropriate for a consistent purpose and/or audience.	Limited choices in style, tone, diction, and sentence structure; essay presents informally and is not appropriate for purpose and audience.	Few or no variations and choices in style, tone, diction, and sentence structure; essay lacks control. Purpose and audience are unclear.	/10

Key Term Definitions

*Sophisticated-authentic writing choices reveal a polished, final product that comes from mastery of the writing process.

*Competent-authentic writing choices reveal a consistent final product that comes from a strong understanding of the writing process.

*Adequate-writing choices reveal a final product that comes from following the steps of the writing process.

*Inconsistent-writing choices reveal a final product that deviates from the writing process.

*Confusing-writing choices reveal a final product that is difficult to follow and does not fully demonstrate the writing process.

*Predictable-writing choices may include repetitive, frequently used, and/or conversational word choices.

Appendix G: Interview Protocol

Welcome Note:

Thank you again for agreeing to participate in this study. As a reminder from the consent form, I am a doctoral student at the University of Virginia. My Capstone project is about best-practices for feedback in English Composition 1 courses.

This interview will be recorded via Zoom for documentation purposes to ensure accuracy. You're able to skip questions and/or cease involvement at any time, with no negative consequences, due to the voluntary nature of this study. No identifying information will be shared from the data collection. I'll start by asking you some demographic questions before jumping into discussion about your feedback efforts. The interview will not last more than 60-minutes. Do you have any questions before we begin?

Sample Interview Questions: Semi-structured, Individual

Alignment with Study Design	Interview Questions
Demographic "Questionnaire"	● What is your: ○ Age? ○ Gender? ○ Race? ● How many years have you been teaching? ● What degrees do you hold and from which institutions? ● How often do you teach Composition 1? ● Where else have you taught Composition 1? ● What's your average class enrollment?
Conceptual Framework (bold) + RQ 1: Descriptions of feedback	● How much time do you spend providing feedback on student essays? ○ How do you think this informs your students' **writing practices**? ● Is your feedback written or verbal or both? ● Do you ask your students to respond to feedback?

RQ 3: How feedback is given	○ What types of **gatekeeping** (e.g., What do you allow, or not, for re-rewrites, revisions, late submissions, etc.) do you engage in during a Composition 1 course? ● How do you approach the feedback process? ○ How do you think your **world views** (e.g., education, teaching experience, etc.) influence your feedback approaches? ● What are your go-to feedback strategies? ○ How do your **understandings** of feedback support these strategies? ○ What types of **practical details** do you look for and/or typically mark on students' essays? ● How would you describe best practices in providing feedback?
Talk-Aloud - RQ 2: Perceptions of feedback RQ 4: Potential barriers	● Let's focus on one assignment. Tell me about the feedback process. We're going to talk through one section at a time: ○ Do you use a rubric? If so, how do you use the rubric to provide feedback? ● Now, let's look at the sample research essay where you provided feedback. We're going to talk through each page and section: ○ How did you approach the feedback process? ○ What aspect of feedback is most rewarding? ○ What aspect of feedback is most challenging? ○ What's one thing you want to learn about providing feedback? ○ What one thing you think you could teach others about providing feedback?

	○ Are there additional supports, professional development, or resources that would help you with the feedback process?

Follow-up Interview Questions: (following same protocol)

1. How do you define good writing?
2. How do your beliefs about writing influence your approach to student writing?
3. What aspects of writing do you prioritize over others? Why?
4. Would you make any changes to the departmental rubric to better fit your beliefs about writing?
5. What is the purpose of a Composition 1 course?
6. When students leave Composition 1, what should they have learned to do in terms of writing?
7. What purpose does your feedback serve during Composition 1?

Appendix H: Focus Group Protocol

Welcome Note:

Thank you again for agreeing to participate in this study. As a reminder from the consent form, I am a doctoral student at the University of Virginia. My Capstone project is about best-practices for feedback in English Composition 1 courses.

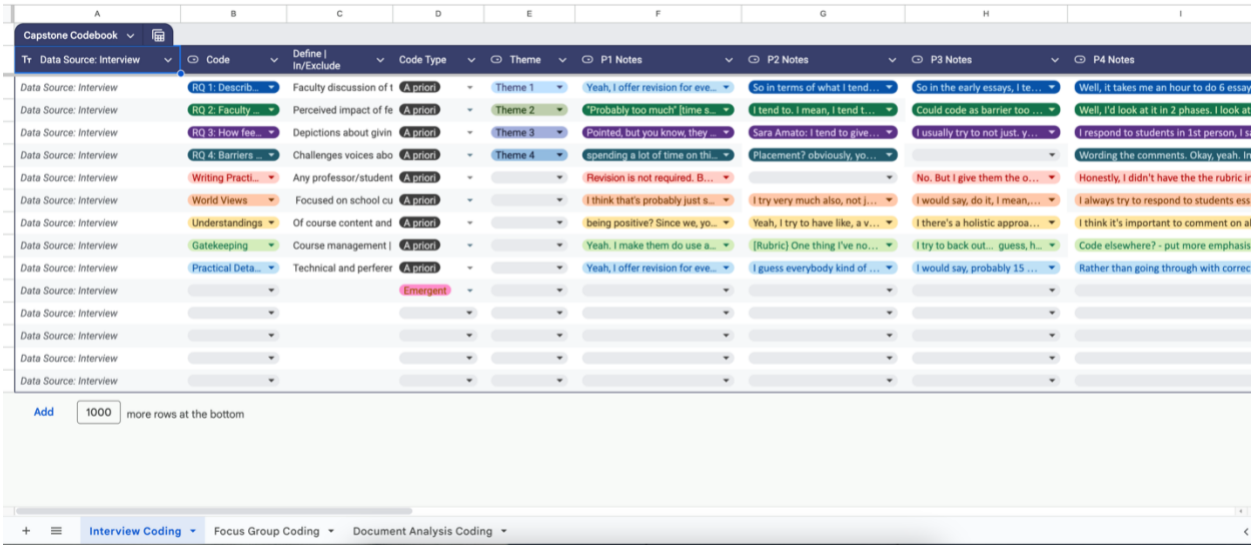
This interview will be recorded via Zoom for documentation purposes to ensure accuracy. You're able to skip questions and/or cease involvement at any time, with no negative consequences, due to the voluntary nature of this study. No identifying information will be shared from the data collection. The interview will not last more than 60-minutes. Do you have any questions before we begin?

The purpose of this focus group is to collectively discuss our feedback processes in Composition 1.

Alignment with Study Design	Focus Group Questions
RQ 1: Descriptions of feedback	1. Describe the role of feedback in Composition 1.
RQ 2: Perceptions of feedback	2. How does feedback inform your teaching? 3. How does feedback inform our students' revisions?
Conceptual Framework (bold): RQ 3: How feedback is given	4. How do **messages from your environment,** if at all, (i.e., writing practices, worldviews, understanding, gatekeeping, practical details): ○ influence your perceptions and actions regarding feedback?

	○ inform your communication with students about feedback? ○ Inform your students' writing practices?
RQ 4: Potential barriers	5. What do you all think the strengths of this department are in regard to providing feedback? 6. What do you all think the challenges of this department are in regard to providing feedback? 7. Are there additional supports, professional development, or resources that would help you with the feedback process?

Appendix I: Codebook Excerpt



Capstone Codebook

Data Source: Interview	Code	Define | In/Exclude	Code Type	Theme	P1 Notes	P2 Notes	P3 Notes	P4 Notes
Data Source: Interview	RQ 1: Describ...	Faculty discussion of t	A priori	Theme 1	Yeah, I offer revision for eve...	So in terms of what I tend...	So in the early essays, I te...	Well, it takes me an hour to do 6 essay
Data Source: Interview	RQ 2: Faculty ...	Perceived impact of fe	A priori	Theme 2	"Probably too much" [time s...	I tend to. I mean, I tend t...	Could code as barrier too ...	Well, I'd look at it in 2 phases. I look at
Data Source: Interview	RQ 3: How fee...	Depictions about givin	A priori	Theme 3	Pointed, but you know, they ...	Sara Amato: I tend to give...	I usually try to not just. y...	I respond to students in 1st person, I s
Data Source: Interview	RQ 4: Barriers ...	Challenges voices abo	A priori	Theme 4	spending a lot of time on thi...	Placement? obviously, yo...		Wording the comments. Okay, yeah. In
Data Source: Interview	Writing Practi...	Any professor/student	A priori		Revision is not required. B...		No. But I give them the o...	Honestly, I didn't have the the rubric in
Data Source: Interview	World Views	Focused on school cu	A priori		I think that's probably just s...	I try very much also, not j...	I would say, do it, I mean,...	I always try to respond to students ess
Data Source: Interview	Understandings	Of course content and	A priori		being positive? Since we, yo...	Yeah, I try to have like, a v...	I there's a holistic approa...	I think it's important to comment on al
Data Source: Interview	Gatekeeping	Course management |	A priori		Yeah. I make them do use a...	[Rubric] One thing I've no...	I try to back out... guess, h...	Code elsewhere? - put more emphasis
Data Source: Interview	Practical Deta...	Technical and perferer	A priori		Yeah, I offer revision for eve...	I guess everybody kind of ...	I would say, probably 15 ...	Rather than going through with correc
Data Source: Interview			Emergent					
Data Source: Interview								
Data Source: Interview								
Data Source: Interview								
Data Source: Interview								

Add 1000 more rows at the bottom

Interview Coding | Focus Group Coding | Document Analysis Coding

Appendix J: Example Analytic Memo

Analytic Memo: Participant 2 -

This interview went smoothly. It seems like participants really fall into a groove once we turn the corner from discussing personal information and approaches and transition into discussing the sample essay provided. The tool works well as a reference to typical practices and closely resembles a common feedback experience.

Like Participant 1, Participant 2 also mentioned a focus on "global" errors and the necessity for addressing those with the student through feedback, conferences, etc., but Participant 2 spoke more about complexity of thought, logic, and reasoning needed to write at a higher level. Based on the questions asked at the end of the interview (about reward, challenges, supports during the feedback process), this intersection of critical thinking was where Participant 2 seems to focus his energy and deeper consideration when driving student learning.

From a technical standpoint, Participant 2 offers extensive comments along with an end note and overall full discussion of the essay in coordination with the rubric score (grade) given. Participant 2 provides more feedback up front—stressing the importance of a solid draft—and slightly less on the final submission.

Appendix K: Updated TNCC English Department Guidelines

Product: Updated TNCC English Department Guidelines for Teaching Composition I

The following document is provided by the TNCC English department chair. The text in bold are the recommended revisions/additions to these guidelines based on the data analysis and findings of this study:

Create and include a statement of shared belief(s) and stated goals about writing. Describe the expected feedback approach(es) that are aligned and should be practiced as a result.

Course Requirements

- Online courses must use the course provided.
- New on-ground instructors must use the course provided until otherwise notified.
- Other on-ground instructors will have the course shell provided by request.

Essay Requirements

- All major writing assignments will be assessed using the department rubric.
    - **All TNCC professors are required to use the rubric provided by the department.**
        - **This rubric establishes a foundation for:**
            - **The department's collective approach to writing evaluation**
            - **Grading and assessment consistency**
            - **Uniformity in institutional data collection.**
        - **Professors can choose when to present a scored rubric to students, but a final grade for the essay should be withheld until all iterations of the writing are complete.**
- Instructors may assign three or four essays. The total essay word count for the course should be approximately 3,000-4,000 words.
- Choices for the major writing assignments:
    - Argument and Research—REQUIRED
    - Choose 2-3 from exemplification, informational process, cause and effect, comparison and contrast, definition, combining the patterns
- The majority of essay assignments must use source material. Instructors may limit source material to the textbook, library provided articles, websites, etc. The Argument and Research essay assignment should have the students working with materials from the library, particularly the databases.
- All essays should focus on topics outside the individual and need to be written in third person.
- The Argument and Research essay should not be assigned as the first essay.
- In all essays, instructors should guide students to work through the entire writing process (invention to editing). This can be assigned as in-class work or assigned to be completed out of class.

- Instructor feedback should be offered to students at multiple points during the writing process.
- Students need to receive grades on major assignments at least one week before the next one is due.
- Students should be allowed to revise at least one essay during the semester in an attempt for an improved grade. A revised essay should reveal improvement in a student's writing to receive a better grade.
- Conferences, particularly with the Argument and Research essay, are encouraged whenever possible. Class time may be used to complete the conferences.

Revision

- **Revision should be incorporated into the writing process.**
- **Students should receive feedback on draft(s)--not just final essay submissions–so they are able to revise while drafting.**
- **Revisions do not need to be tied to individual scores but rather should be used as an incentive to earn a potentially higher grade on the final essay submission.**
- **Revision(s) should be employed as application of feedback provided during the writing process rather than a "re-do" of a final essay submission.**

Additional Grading Information

- Instructors are encouraged to promote use of the tutoring center (TLC) or free online tutoring (tutor.com link in the course home page). Instructors may offer extra credit for tutoring as a form of encouragement.
- Instructors may deduct late points or place reasonable limits on accepting late work. Instructors may also set reasonable limits on allowing conferences, tutoring, or revision of late essays.
- The majority of the course grade should be placed on the essays.
- **Instructors should utilize an endnote to show students the connections between the rubric scoring criteria and its relationship with the feedback given on the essay and/or comments added to the rubric.**

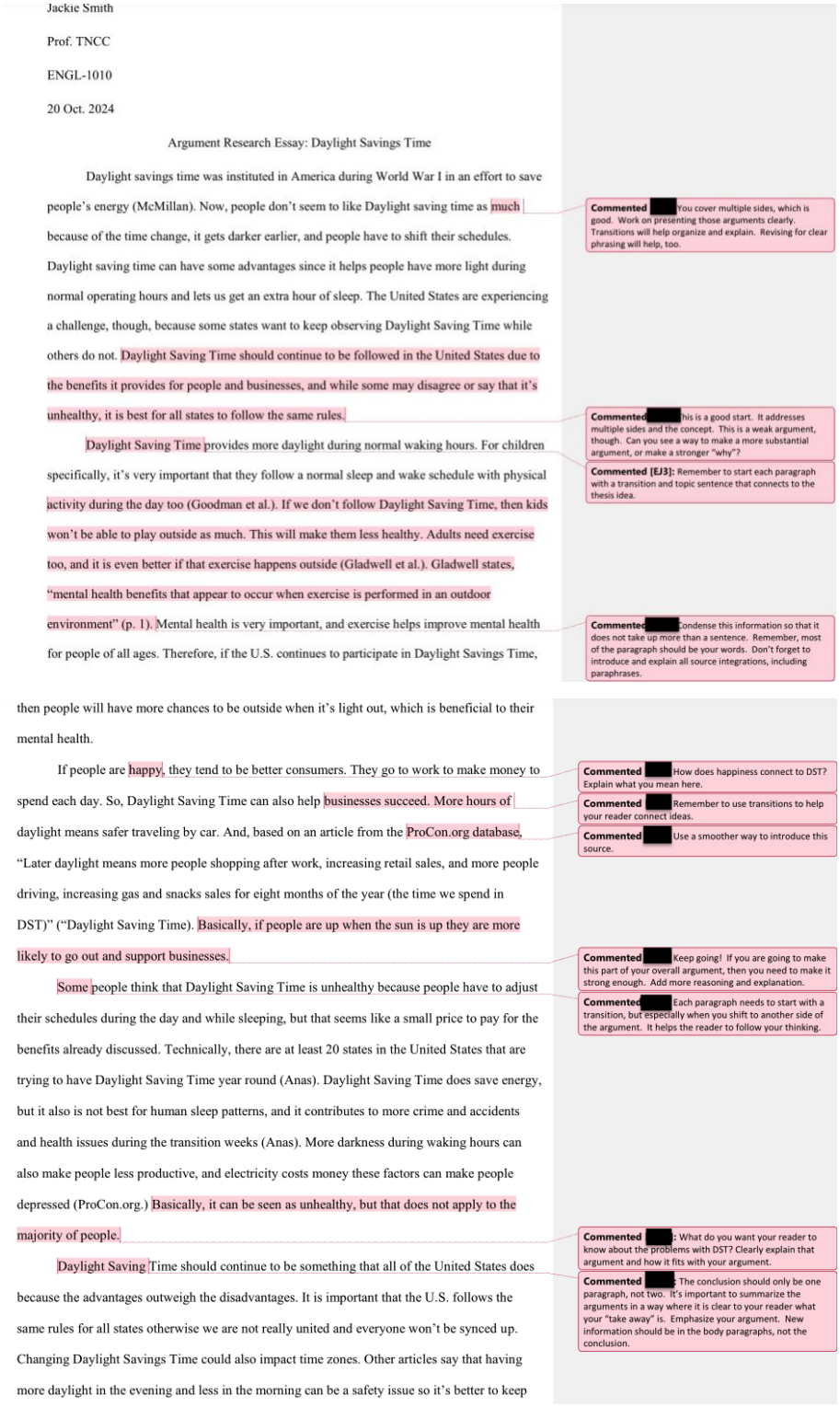
Essay Prompts and Assignment Sheets

- An essay assignment sheet should be posted in MyCS.
- The instructor's requirements, grading policies, expectations, and due dates need to be clearly written and available to students. These can be issued to students on the assignment sheet, in the syllabus, or in MyCS, but they need to consistently be available.
- Essays should adhere to the standard academic essay structure: introduction (thesis last sentence), body paragraphs, and a conclusion.
- Essay prompts should focus on developing critical thinking skills, like analysis, evaluation, reasoning, and synthesis. See example below.
- Essay prompts should be approachable but challenging enough for college-level writing. See example below.

Prompt Example

- The process chapter provides “Jessica Mitford describes the process of doing a job. Write an essay summarizing the steps you took in applying for, performing, or quitting a job.” That prompt does not promote critical thinking skills, and a student in secondary school could easily handle it. Instead, we should emphasize critical thinking about the topic: Write an essay summarizing the steps you took in applying for, performing, or quitting a job in order to examine how this process helped build life skills or maturity.

Appendix L: Participant 1 – Darcy Carmen: Sample Essay Feedback



Jackie Smith

Prof. TNCC

ENGL-1010

20 Oct. 2024

Argument Research Essay: Daylight Savings Time

Daylight savings time was instituted in America during World War I in an effort to save people's energy (McMillan). Now, people don't seem to like Daylight saving time as much because of the time change, it gets darker earlier, and people have to shift their schedules. Daylight saving time can have some advantages since it helps people have more light during normal operating hours and lets us get an extra hour of sleep. The United States are experiencing a challenge, though, because some states want to keep observing Daylight Saving Time while others do not. Daylight Saving Time should continue to be followed in the United States due to the benefits it provides for people and businesses, and while some may disagree or say that it's unhealthy, it is best for all states to follow the same rules.

Daylight Saving Time provides more daylight during normal waking hours. For children specifically, it's very important that they follow a normal sleep and wake schedule with physical activity during the day too (Goodman et al.). If we don't follow Daylight Saving Time, then kids won't be able to play outside as much. This will make them less healthy. Adults need exercise too, and it is even better if that exercise happens outside (Gladwell et al.). Gladwell states, "mental health benefits that appear to occur when exercise is performed in an outdoor environment" (p. 1). Mental health is very important, and exercise helps improve mental health for people of all ages. Therefore, if the U.S. continues to participate in Daylight Savings Time, then people will have more chances to be outside when it's light out, which is beneficial to their mental health.

If people are happy, they tend to be better consumers. They go to work to make money to spend each day. So, Daylight Saving Time can also help businesses succeed. More hours of daylight means safer traveling by car. And, based on an article from the ProCon.org database, "Later daylight means more people shopping after work, increasing retail sales, and more people driving, increasing gas and snacks sales for eight months of the year (the time we spend in DST)" ("Daylight Saving Time). Basically, if people are up when the sun is up they are more likely to go out and support businesses.

Some people think that Daylight Saving Time is unhealthy because people have to adjust their schedules during the day and while sleeping, but that seems like a small price to pay for the benefits already discussed. Technically, there are at least 20 states in the United States that are trying to have Daylight Saving Time year round (Anas). Daylight Saving Time does save energy, but it also is not best for human sleep patterns, and it contributes to more crime and accidents and health issues during the transition weeks (Anas). More darkness during waking hours can also make people less productive, and electricity costs money these factors can make people depressed (ProCon.org.) Basically, it can be seen as unhealthy, but that does not apply to the majority of people.

Daylight Saving Time should continue to be something that all of the United States does because the advantages outweigh the disadvantages. It is important that the U.S. follows the same rules for all states otherwise we are not really united and everyone won't be synced up. Changing Daylight Savings Time could also impact time zones. Other articles say that having more daylight in the evening and less in the morning can be a safety issue so it's better to keep

Commented [redacted]: You cover multiple sides, which is good. Work on presenting those arguments clearly. Transitions will help organize and explain. Revising for clear phrasing will help, too.

Commented [redacted]: this is a good start. It addresses multiple sides and the concept. This is a weak argument, though. Can you see a way to make a more substantial argument, or make a stronger "why"?

Commented [EJ3]: Remember to start each paragraph with a transition and topic sentence that connects to the thesis idea.

Commented [redacted]: Condense this information so that it does not take up more than a sentence. Remember, most of the paragraph should be your words. Don't forget to introduce and explain all source integrations, including paraphrases.

Commented [redacted]: How does happiness connect to DST? Explain what you mean here.

Commented [redacted]: Remember to use transitions to help your reader connect ideas.

Commented [redacted]: Use a smoother way to introduce this source.

Commented [redacted]: Keep going! If you are going to make this part of your overall argument, then you need to make it strong enough. Add more reasoning and explanation.

Commented [redacted]: Each paragraph needs to start with a transition, but especially when you shift to another side of the argument. It helps the reader to follow your thinking.

Commented [redacted]: What do you want your reader to know about the problems with DST? Clearly explain that argument and how it fits with your argument.

Commented [redacted]: The conclusion should only be one paragraph, not two. It's important to summarize the arguments in a way where it is clear to your reader what your "take away" is. Emphasize your argument. New information should be in the body paragraphs, not the conclusion.

the shift. Doing away with Daylight Saving Time would mean that the U.S. would need to operate on a standard time year round (McMillan). President Biden tried to pass a bill called the Sunshine Protection Act, but it was not approved.

In conclusion, the pros mean more than the cons for Daylight Savings Time because having more daylight hours can help people be healthy and better consumers. Some people don't like the time change, but most people adjust well. We need to "fall back" and "spring forward" each year. For the good of everyone, the United States should keep Daylight Saving Time.

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https://www.forbes.com/sites/brittanyanas/2024/10/30/what-states-dont-do-daylight-savings/

Commented [redacted]: Each source in this list should be formatted using MLA.

Commented [redacted]: Where is this in the paragraphs?

Jackie, I can see that you worked hard on this essay. You have good sources, and you have addressed multiple angles of the issue. The next step is to make sure that your thesis and topic sentences are clearly addressing your argument. Focus on emphasizing to the reader why your arguments are important. Transition words and phrases will help with that, too. If you need help with your revision, see me or a tutor (TLC in the library or tutor.com link on the course home page).

65

Composition 1 Essay Rubric						
Criteria	**A Sophisticated***	**B Competent***	**C Adequate***	**D Inconsistent***	**F Little to No Display**	**Criterion Score**
Introduction/Conclusion	Introduction includes sophisticated*, precise wording that engages readers while establishing background info and/or relevance appropriate to the essay's main points. The paragraph is fully developed; a minimum of 3-4 sentences lead into the thesis (as the last sentence of the introduction). Conclusion paragraph brings the essay to a satisfactory close with no new points. The paragraph is fully developed. The conclusion reiterates the significance of the topic and continues to support the thesis.	Introduction includes competent wording that engages readers while establishing background info and/or relevance appropriate to the essay's main points. The paragraph is fully developed; a minimum of 3-4 sentences lead into the thesis (as the last sentence of the introduction). Conclusion paragraph brings the essay to a satisfactory close with no new points. The paragraph is fully developed. The conclusion reiterates the significance of the topic and continues to support the thesis.	Introduction includes adequate wording that connects readers to the topic while establishing background info and/or relevance appropriate to the essay's main points. The paragraph is developed and leads into the thesis. Conclusion paragraph brings the essay to an adequate close with no new points. The paragraph is adequately developed. The conclusion reiterates the significance of the topic and continues to support the thesis.	Introduction contains inconsistent word choice, sentence development, or paragraph development does not adequately connect readers to the topic. The paragraph may not be fully developed and/or the thesis may not be placed as the last sentence of the introduction. Conclusion paragraph closes the essay but may be inconsistent with topic, sentence development, or connections to the rest of the essay. The paragraph may not be fully developed.	Introduction contains confusing* word choice, sentence development, or paragraph development that disconnects the reader and topic. The thesis is not complete or may not be present. Conclusion paragraph is disconnected from the topic of the essay, or it leads into other topics. The paragraph is underdeveloped or off topic.	/15 Argument in the introduction is going in the right direction but difficult to follow. The conclusion is in two paragraph and brings in new information.
Argument	Sophisticated word choices present a clear, focused, argument-driven thesis statement and identify precise topics consistent with the essay's assignment.	Competent word choices present a clear, focused, argument-driven thesis statement and identify topics consistent with the essay's assignment.	Adequate word choices present a focused, argument-driven thesis statement, which may not be placed at the end of the introduction but does identify topics consistent with the essay's assignment.	Thesis presents a weak argument, does not identify topics consistent with the essay's assignment, and/or presents as an announcement using a phrase like "this essay will be about."	Thesis is vague or missing altogether and/or does not meet the assignment parameters. Thesis may present as an announcement using phrases like "this essay will be about," "I am writing to argue," or "in this essay,	/20

					readers will learn."	
Organization	Essay's body paragraphs incorporate sophisticated transitional elements, present clear topic sentences that connect main points of the paragraphs to the thesis, and present 2-3 supporting sentences with evidence. Paragraphs end with clear summary sentences.	Essay's body paragraphs utilize effective transitions, present mostly clear topic sentences that connect main points of the paragraphs to the thesis, and present 2-3 supporting sentences with evidence. Paragraphs end with mostly clear summary sentences.	Essay's body paragraphs begin with predictable * transitions, present somewhat clear topic sentences that connect most of the main points of the paragraphs to the thesis, and present 2-3 supporting sentences with evidence. Paragraphs end with somewhat clear summary sentences.	Essay's body paragraphs often do not begin with transitions, present topic sentences that may only connect some of the main points of the paragraphs to the thesis, and present only 1-2 supporting sentences with evidence. Paragraphs end with vague summary sentences.	Essay's body paragraphs do not begin with transitions, present topic sentences that do not connect the main points of the paragraphs to the thesis, and present 1 or no supporting sentences with evidence. Paragraphs are also missing summary sentences.	/15 The body paragraph had elements of good organization, but lack of topic sentences and connecting elements detracted from the argument.
Supporting Evidence/ Body Paragraphs	Ideas are relevant and support the essay's argument/thesis. Main points are skillfully stated and amply	Ideas are relevant and support the essay's argument/thesis. Main points are competently stated and	Ideas are relevant and support the essay's argument/thesis. Main points are adequately stated and	Some ideas may not be relevant or may not support the essay's argument/thesis. Main points are	Ideas presented may not be relevant to the essay's thesis. There is little to no development and/or	/25 Evidence is often weakly connected to the argument. Using stronger connections and

	developed with meaningful examples, evidence, quotes, paraphrases, and explanations.	amply developed with effective examples, evidence, quotes, paraphrases and explanations.	developed with sufficient examples, evidence, quotes, paraphrases, and explanations.	inconsistently developed using simplistic examples, evidence, or explanations. Quotes and paraphrases could be missing, provide inconsistent support, or shift focus. Or, there is a reliance on over-quoting in lieu of support.	examples, evidence, and explanations. Quotes and paraphrases could be missing, do not support the main ideas, or shift focus. Or, there is a reliance on over-quoting in lieu of support.	transitions would help. Some points re underdeveloped.
Citations/ Format	Sources are properly identified and incorporated with few to no errors as per the manuscript guidelines identified in the assignment criteria (APA, MLA, Chicago Style, Turabian, CSE, etc.).	Sources are properly identified and incorporated with minimal errors as per the manuscript guidelines identified in the assignment criteria (APA, MLA, Chicago Style, Turabian, CSE, etc.).	Sources might not be properly identified and incorporated as per the manuscript guidelines identified in the assignment criteria (APA, MLA, Chicago Style, Turabian, CSE, etc.).	Some source information may be incomplete and/or only source URLs are provided. Manuscript guidelines identified in the assignment criteria (APA, MLA, Chicago Style, Turabian, CSE, etc.) are not followed.	There is little to no documentation of sources.	/15 Good attempt at integrating the sources into the body paragraph. The missing citation and the incorrect formattin g are problems.
Grammar/ Conventions	Sophisticated choices in style, tone, diction, and sentence structure are appropriate to purpose and audience.	Choices in style, tone, diction, and sentence structure are appropriate to purpose and audience.	Choices in style, tone, diction, and sentence structure could be further developed and are not appropriate for a consistent purpose and/or audience.	Limited choices in style, tone, diction, and sentence structure; essay presents informally and is not appropriate for purpose and audience.	Few or no variations and choices in style, tone, diction, and sentence structure; essay lacks control. Purpose and audience are unclear.	/10 Overall, the sentences are clear, but there is conversational language and lack of clarity in the argument.

Key Term Definitions

*Sophisticated-authentic writing choices reveal a polished, final product that comes from mastery of the writing process.

*Competent-authentic writing choices reveal a consistent final product that comes from a strong understanding of the writing process.

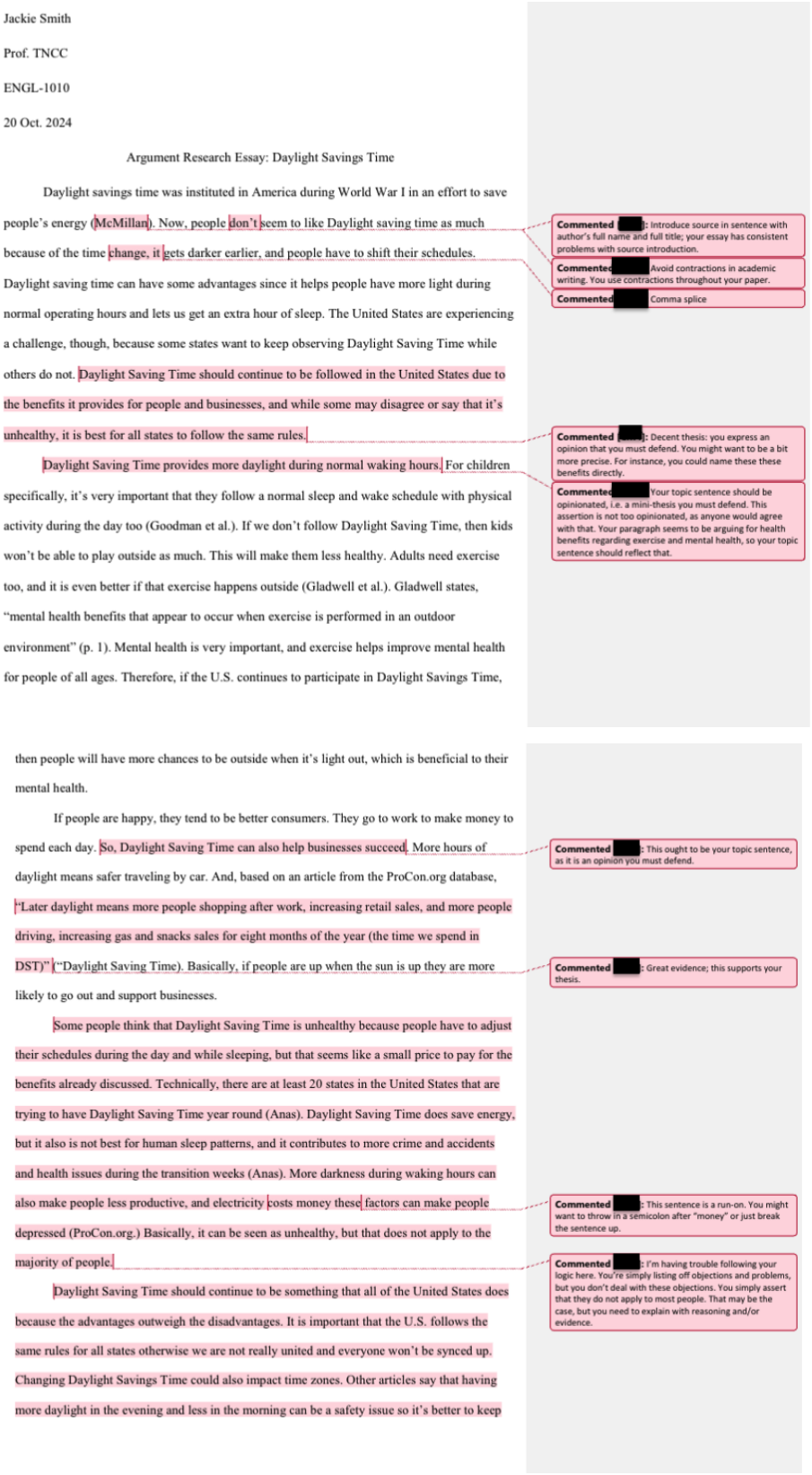
*Adequate-writing choices reveal a final product that comes from following the steps of the writing process.

*Inconsistent-writing choices reveal a final product that deviates from the writing process.

*Confusing-writing choices reveal a final product that is difficult to follow and does not fully demonstrate the writing process.

*Predictable-writing choices may include repetitive, frequently used, and/or conversational word choices.

Appendix M: Participant 2 – Christopher Nolte: Sample Essay Feedback



Jackie Smith

Prof. TNCC

ENGL-1010

20 Oct. 2024

Argument Research Essay: Daylight Savings Time

Daylight savings time was instituted in America during World War I in an effort to save people's energy (McMillan). Now, people don't seem to like Daylight saving time as much because of the time change, it gets darker earlier, and people have to shift their schedules. Daylight saving time can have some advantages since it helps people have more light during normal operating hours and lets us get an extra hour of sleep. The United States are experiencing a challenge, though, because some states want to keep observing Daylight Saving Time while others do not. Daylight Saving Time should continue to be followed in the United States due to the benefits it provides for people and businesses, and while some may disagree or say that it's unhealthy, it is best for all states to follow the same rules.

Daylight Saving Time provides more daylight during normal waking hours. For children specifically, it's very important that they follow a normal sleep and wake schedule with physical activity during the day too (Goodman et al.). If we don't follow Daylight Saving Time, then kids won't be able to play outside as much. This will make them less healthy. Adults need exercise too, and it is even better if that exercise happens outside (Gladwell et al.). Gladwell states, "mental health benefits that appear to occur when exercise is performed in an outdoor environment" (p. 1). Mental health is very important, and exercise helps improve mental health for people of all ages. Therefore, if the U.S. continues to participate in Daylight Savings Time, then people will have more chances to be outside when it's light out, which is beneficial to their mental health.

If people are happy, they tend to be better consumers. They go to work to make money to spend each day. So, Daylight Saving Time can also help businesses succeed. More hours of daylight means safer traveling by car. And, based on an article from the ProCon.org database, "Later daylight means more people shopping after work, increasing retail sales, and more people driving, increasing gas and snacks sales for eight months of the year (the time we spend in DST)" ("Daylight Saving Time). Basically, if people are up when the sun is up they are more likely to go out and support businesses.

Some people think that Daylight Saving Time is unhealthy because people have to adjust their schedules during the day and while sleeping, but that seems like a small price to pay for the benefits already discussed. Technically, there are at least 20 states in the United States that are trying to have Daylight Saving Time year round (Anas). Daylight Saving Time does save energy, but it also is not best for human sleep patterns, and it contributes to more crime and accidents and health issues during the transition weeks (Anas). More darkness during waking hours can also make people less productive, and electricity costs money these factors can make people depressed (ProCon.org.) Basically, it can be seen as unhealthy, but that does not apply to the majority of people.

Daylight Saving Time should continue to be something that all of the United States does because the advantages outweigh the disadvantages. It is important that the U.S. follows the same rules for all states otherwise we are not really united and everyone won't be synced up. Changing Daylight Savings Time could also impact time zones. Other articles say that having more daylight in the evening and less in the morning can be a safety issue so it's better to keep

Commented [redacted]: Introduce source in sentence with author's full name and full title; your essay has consistent problems with source introduction.

Commented [redacted]: Avoid contractions in academic writing. You use contractions throughout your paper.

Commented [redacted]: Comma splice

Commented [redacted]: Decent thesis: you express an opinion that you must defend. You might want to be a bit more precise. For instance, you could name these these benefits directly.

Commented [redacted]: Your topic sentence should be opinionated, i.e. a mini-thesis you must defend. This assertion is not too opinionated, as anyone would agree with that. Your paragraph seems to be arguing for health benefits regarding exercise and mental health, so your topic sentence should reflect that.

Commented [redacted]: This ought to be your topic sentence, as it is an opinion you must defend.

Commented [redacted]: Great evidence; this supports your thesis.

Commented [redacted]: This sentence is a run-on. You might want to throw in a semicolon after "money" or just break the sentence up.

Commented [redacted]: I'm having trouble following your logic here. You're simply listing off objections and problems, but you don't deal with these objections. You simply assert that they do not apply to most people. That may be the case, but you need to explain with reasoning and/or evidence.

the shift. Doing away with Daylight Saving Time would mean that the U.S. would need to operate on a standard time year round (McMillan). President Biden tried to pass a bill called the Sunshine Protection Act, but it was not approved.

In conclusion, the pros mean more than the cons for Daylight Savings Time because having more daylight hours can help people be healthy and better consumers. Some people don't like the time change, but most people adjust well. We need to "fall back" and "spring forward" each year. For the good of everyone, the United States should keep Daylight Saving Time.

Commented [redacted]: This paragraph has little focus. The topic sentence is basically restating the thesis. You then shift between multiple different ideas that don't have much of a connection: need for uniformity, time zone issues, safety issues, standard time year round, and Biden's bill. You might want to pick one of these ideas and develop it into a full paragraph. Furthermore, all the paragraphs arguing your case should come before the refutation paragraph.

Commented [redacted]: You're doing well to restate your main ideas, but this needs some development. The final paragraph is where you can use pathos-type devices. Try to discuss the human impact of daylight savings time. Go into detail about how it affects human lives and how keeping it can make people better off.

Works Cited

Goodman, Anna, et al. "Daylight saving time as a potential public health intervention: an observational study of evening daylight and objectively-measured physical activity among 23,000 children from 9 countries." *The International Journal of Behavioral Nutrition and Physical Activity*, vol. 11, no. 1, 23 Oct. 2014. *Gale Academic OneFile*, dx.doi.org/10.1186/1479-5868-11-84. Accessed 7 Nov. 2024.

Gladwell VF, Brown DK, Wood C, Sandercock GR, Barton JL. The great outdoors: how a green exercise environment can benefit all. Extrem Physiol Med. 2013 Jan 3;2(1):3. doi: 10.1186/2046-7648-2-3.

McMillan, Alexx. "The History of Daylight Saving Time." Nov. 7, 2022. *University of Colorado Boulder*. https://www.colorado.edu/coloradan/2022/11/07/history-daylight-saving-time#:~:text=Nov.,low%20that%20it%20was%20repealed.

"Daylight Saving Time–Top 3 Pros and Cons." *ProCon.org*. 7/31/2024. https://www.procon.org/headlines/top-3-pros-and-cons-of-daylight-saving-time/

https://www.forbes.com/sites/brittanyanas/2024/10/30/what-states-dont-do-daylight-savings/

Commented [redacted]: Make sure all entries are alphabetized with hanging indents. Remove spaces between entries.

Commented [redacted]: Need full MLA WC entry. Under no circumstances should you simply put in a URL. Moreover, I would avoid Forbes, as it is not a scholarly source.

Jackie, your essay has an effective thesis, and in general you have some decent sources to back your argument up. However, there are persistent issues with organization and development of argument. Your paragraphs do not start with opinionated topic sentences, and at times you seem to group ideas together at random. There is little "flow" here, and readers would have trouble putting together the case you make for keeping DST. Clear topic sentences make for easy reading. Furthermore, your refutation paragraph does not successfully refute any opposing points of view. You should at least make a case for why the benefits outweigh the downsides. A single sentence cannot effectively dispose of the ideas you mention there. Outside development of argument, there are issues with citation (persistent failure to introduce sources properly and issues with WC page) and wording.

In the future, please turn in a rough draft so that I can give you feedback and help you succeed. Many of the errors here are common to drafts and could be ironed out, producing a much better paper. Please let me know if you need any help with our future assignments.

64, D

Composition 1 Essay Rubric						
Criteria	**A Sophisticated***	**B Competent***	**C Adequate***	**D Inconsistent***	**F Little to No Display**	**Criterion Score**
Introduction/Conclusion	Introduction includes sophisticated*, precise wording that engages readers while establishing background info and/or relevance appropriate to the essay's main points. The paragraph is fully developed; a minimum of 3-4 sentences lead into the thesis (as the last sentence of the introduction).	Introduction includes competent wording that engages readers while establishing background info and/or relevance appropriate to the essay's main points. The paragraph is fully developed; a minimum of 3-4 sentences lead into the thesis (as the last sentence of the introduction). Conclusion paragraph brings the	Introduction includes adequate wording that connects readers to the topic while establishing background info and/or relevance appropriate to the essay's main points. The paragraph is developed and leads into the thesis. Conclusion paragraph brings the essay to an adequate close with no new points. The paragraph	Introduction contains inconsistent word choice, sentence development, or paragraph development does not adequately connect readers to the topic. The paragraph may not be fully developed and/or the thesis may not be placed as the last sentence of the introduction. Conclusion paragraph closes the essay but may be inconsisten	Introduction contains confusing* word choice, sentence development, or paragraph development that disconnects the reader and topic. The thesis is not complete or may not be present. Conclusion paragraph is disconnected from the topic of the essay, or it leads into other topics. The paragraph is underdeveloped or off topic.	9/15

	Conclusion paragraph brings the essay to a satisfactory close with no new points. The paragraph is fully developed. The conclusion reiterates the significance of the topic and continues to support the thesis.	essay to a satisfactory close with no new points. The paragraph is fully developed. The conclusion reiterates the significance of the topic and continues to support the thesis.	is adequately developed. The conclusion reiterates the significance of the topic and continues to support the thesis.	t with topic, sentence development, or connections to the rest of the essay. The paragraph may not be fully developed.		
Argument	Sophisticated word choices present a clear, focused, argument-driven thesis statement and identify precise topics consistent with the essay's assignment.	Competent word choices present a clear, focused, argument-driven thesis statement and identify topics consistent with the essay's assignment.	Adequate word choices present a focused, argument-driven thesis statement, which may not be placed at the end of the introduction but does identify topics consistent with the essay's	Thesis presents a weak argument, does not identify topics consistent with the essay's assignment, and/or presents as an announcement using a phrase like "this essay will be about."	Thesis is vague or missing altogether and/or does not meet the assignment parameters. Thesis may present as an announcement using phrases like "this essay will be about," "I am writing to argue," or "in this	16/20

			assignment .		essay, readers will learn."	
Organization	Essay's body paragraphs incorporate sophisticated transitional elements, present clear topic sentences that connect main points of the paragraphs to the thesis, and present 2-3 supporting sentences with evidence. Paragraphs end with clear summary sentences.	Essay's body paragraphs utilize effective transitions, present mostly clear topic sentences that connect main points of the paragraphs to the thesis, and present 2-3 supporting sentences with evidence. Paragraphs end with mostly clear summary sentences.	Essay's body paragraphs begin with predictable * transitions, present somewhat clear topic sentences that connect most of the main points of the paragraphs to the thesis, and present 2-3 supporting sentences with evidence. Paragraphs end with somewhat clear summary sentences.	Essay's body paragraphs often do not begin with transitions, present topic sentences that may only connect some of the main points of the paragraphs to the thesis, and present only 1-2 supporting sentences with evidence. Paragraphs end with vague summary sentences.	Essay's body paragraphs do not begin with transitions, present topic sentences that do not connect the main points of the paragraphs to the thesis, and present 1 or no supporting sentences with evidence. Paragraphs are also missing summary sentences.	9/15
Supporting Evidence/ Body Paragraphs	Ideas are relevant and support the essay's argument/thesis. Main points are skillfully	Ideas are relevant and support the essay's argument/thesis. Main points are competentl	Ideas are relevant and support the essay's argument/thesis. Main points are adequately	Some ideas may not be relevant or may not support the essay's argument/thesis.	Ideas presented may not be relevant to the essay's thesis. There is little to no developme	15/25

	stated and amply developed with meaningful examples, evidence, quotes, paraphrases, and explanations.	y stated and amply developed with effective examples, evidence, quotes, paraphrases and explanations.	stated and developed with sufficient examples, evidence, quotes, paraphrases, and explanations.	Main points are inconsistently developed using simplistic examples, evidence, or explanations. Quotes and paraphrases could be missing, provide inconsistent support, or shift focus. Or, there is a reliance on over-quoting in lieu of support.	nt and/or examples, evidence, and explanations. Quotes and paraphrases could be missing, do not support the main ideas, or shift focus. Or, there is a reliance on over-quoting in lieu of support.	
Citations/ Format	Sources are properly identified and incorporated with few to no errors as per the manuscript guidelines identified in the assignment criteria (APA,	Sources are properly identified and incorporated with minimal errors as per the manuscript guidelines identified in the assignment criteria	Sources might not be properly identified and incorporated as per the manuscript guidelines identified in the assignment criteria (APA, MLA,	Some source information may be incomplete and/or only source URLs are provided. Manuscript guidelines identified in the assignment criteria	There is little to n documentation of sources.	9/15

	MLA, Chicago Style, Turabian, CSE, etc.).	(APA, MLA, Chicago Style, Turabian, CSE, etc.).	Chicago Style, Turabian, CSE, etc.).	(APA, MLA, Chicago Style, Turabian, CSE, etc.) are not followed.		
Grammar/ Conventions	Sophisticated choices in style, tone, diction, and sentence structure are appropriate to purpose and audience.	Choices in style, tone, diction, and sentence structure are appropriate to purpose and audience.	Choices in style, tone, diction, and sentence structure could be further developed and are not appropriate for a consistent purpose and/or audience.	Limited choices in style, tone, diction, and sentence structure; essay presents informally and is not appropriate for purpose and audience.	Few or n variation and choices in style, tone, diction, and sentence structure; essay lacks control. Purpose and audience are unclear.	6/10

Key Term Definitions

*Sophisticated-authentic writing choices reveal a polished, final product that comes from mastery of the writing process.

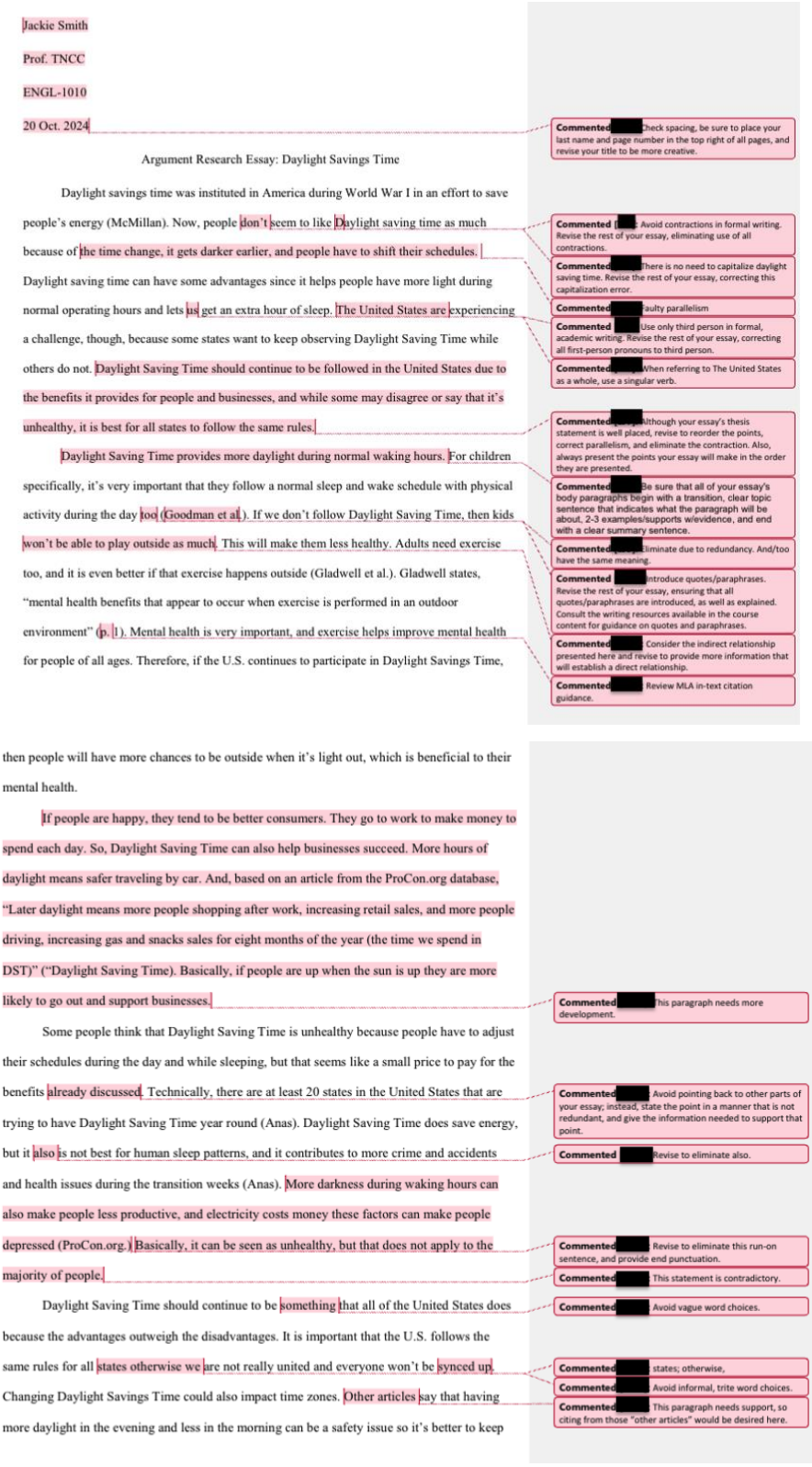
*Competent-authentic writing choices reveal a consistent final product that comes from a strong understanding of the writing process.

*Adequate-writing choices reveal a final product that comes from following the steps of the writing process.

*Inconsistent-writing choices reveal a final product that deviates from the writing process.

*Confusing-writing choices reveal a final product that is difficult to follow and does not fully demonstrate the writing process.

Appendix N: Participant 3 – Sadie Forrester: Sample Essay Feedback



Jackie Smith

Prof. TNCC

ENGL-1010

20 Oct. 2024

Argument Research Essay: Daylight Savings Time

Daylight savings time was instituted in America during World War I in an effort to save people's energy (McMillan). Now, people don't seem to like Daylight saving time as much because of the time change, it gets darker earlier, and people have to shift their schedules. Daylight saving time can have some advantages since it helps people have more light during normal operating hours and lets us get an extra hour of sleep. The United States are experiencing a challenge, though, because some states want to keep observing Daylight Saving Time while others do not. Daylight Saving Time should continue to be followed in the United States due to the benefits it provides for people and businesses, and while some may disagree or say that it's unhealthy, it is best for all states to follow the same rules.

Daylight Saving Time provides more daylight during normal waking hours. For children specifically, it's very important that they follow a normal sleep and wake schedule with physical activity during the day too (Goodman et al.). If we don't follow Daylight Saving Time, then kids won't be able to play outside as much. This will make them less healthy. Adults need exercise too, and it is even better if that exercise happens outside (Gladwell et al.). Gladwell states, "mental health benefits that appear to occur when exercise is performed in an outdoor environment" (p. 1). Mental health is very important, and exercise helps improve mental health for people of all ages. Therefore, if the U.S. continues to participate in Daylight Savings Time, then people will have more chances to be outside when it's light out, which is beneficial to their mental health.

If people are happy, they tend to be better consumers. They go to work to make money to spend each day. So, Daylight Saving Time can also help businesses succeed. More hours of daylight means safer traveling by car. And, based on an article from the ProCon.org database, "Later daylight means more people shopping after work, increasing retail sales, and more people driving, increasing gas and snacks sales for eight months of the year (the time we spend in DST)" ("Daylight Saving Time). Basically, if people are up when the sun is up they are more likely to go out and support businesses.

Some people think that Daylight Saving Time is unhealthy because people have to adjust their schedules during the day and while sleeping, but that seems like a small price to pay for the benefits already discussed. Technically, there are at least 20 states in the United States that are trying to have Daylight Saving Time year round (Anas). Daylight Saving Time does save energy, but it also is not best for human sleep patterns, and it contributes to more crime and accidents and health issues during the transition weeks (Anas). More darkness during waking hours can also make people less productive, and electricity costs money these factors can make people depressed (ProCon.org.) Basically, it can be seen as unhealthy, but that does not apply to the majority of people.

Daylight Saving Time should continue to be something that all of the United States does because the advantages outweigh the disadvantages. It is important that the U.S. follows the same rules for all states otherwise we are not really united and everyone won't be synced up. Changing Daylight Savings Time could also impact time zones. Other articles say that having more daylight in the evening and less in the morning can be a safety issue so it's better to keep

Commented [redacted]: Check spacing, be sure to place your last name and page number in the top right of all pages, and revise your title to be more creative.

Commented [redacted]: Avoid contractions in formal writing. Revise the rest of your essay, eliminating use of all contractions.

Commented [redacted]: There is no need to capitalize daylight saving time. Revise the rest of your essay, correcting this capitalization error.

Commented [redacted]: Faulty parallelism

Commented [redacted]: Use only third person in formal, academic writing. Revise the rest of your essay, correcting all first-person pronouns to third person.

Commented [redacted]: When referring to The United States as a whole, use a singular verb.

Commented [redacted]: Although your essay's thesis statement is well placed, revise to reorder the points, correct parallelism, and eliminate the contraction. Also, always present the points your essay will make in the order they are presented.

Commented [redacted]: Be sure that all of your essay's body paragraphs begin with a transition, clear topic sentence that indicates what the paragraph will be about, 2-3 examples/supports w/evidence, and end with a clear summary sentence.

Commented [redacted]: Eliminate due to redundancy. And/too have the same meaning.

Commented [redacted]: Introduce quotes/paraphrases. Revise the rest of your essay, ensuring that all quotes/paraphrases are introduced, as well as explained. Consult the writing resources available in the course content for guidance on quotes and paraphrases.

Commented [redacted]: Consider the indirect relationship presented here and revise to provide more information that will establish a direct relationship.

Commented [redacted]: Review MLA in-text citation guidance.

Commented [redacted]: This paragraph needs more development.

Commented [redacted]: Avoid pointing back to other parts of your essay; instead, state the point in a manner that is not redundant, and give the information needed to support that point.

Commented [redacted]: Revise to eliminate also.

Commented [redacted]: Revise to eliminate this run-on sentence, and provide end punctuation.

Commented [redacted]: This statement is contradictory.

Commented [redacted]: Avoid vague word choices.

Commented [redacted]: states; otherwise,

Commented [redacted]: Avoid informal, trite word choices.

Commented [redacted]: This paragraph needs support, so citing from those "other articles" would be desired here.

the shift. Doing away with Daylight Saving Time would mean that the U.S. would need to operate on a standard time year round (McMillan). President Biden tried to pass a bill called the Sunshine Protection Act, but it was not approved.

Commented [redacted] Explain how this is relevant.

In conclusion, the pros mean more than the cons for Daylight Savings Time because having more daylight hours can help people be healthy and better consumers. Some people don't like the time change, but most people adjust well. We need to "fall back" and "spring forward" each year. For the good of everyone, the United States should keep Daylight Saving Time.

Commented [redacted] Are these quotes?

Works Cited

Commented [redacted] Your essay's work(s) cited page should follow MLA formatting guidelines for both the page and the entry(ies). Consult the textbook, Writing Resources Module, and/or Purdue OWL's MLA Works Cited page resources to see examples.

Also, avoid providing only the URL. A complete entry is necessary, and be sure to evaluate the credibility of all sources. While *ProCon* is helpful to gain insight, you can follow the links provided within *ProCon*, and select credible sources from those instead of *ProCon*.

Goodman, Anna, et al. "Daylight saving time as a potential public health intervention: an observational study of evening daylight and objectively-measured physical activity among 23,000 children from 9 countries." *The International Journal of Behavioral Nutrition and Physical Activity*, vol. 11, no. 1, 23 Oct. 2014. *Gale Academic OneFile*, dx.doi.org/10.1186/1479-5868-11-84. Accessed 7 Nov. 2024.

Gladwell VF, Brown DK, Wood C, Sandercock GR, Barton JL. The great outdoors: how a green exercise environment can benefit all. Extrem Physiol Med. 2013 Jan 3;2(1):3. doi: 10.1186/2046-7648-2-3.

McMillan, Alexx. "The History of Daylight Saving Time." Nov. 7, 2022. *University of Colorado Boulder*. https://www.colorado.edu/coloradan/2022/11/07/history-daylight-saving-time#:~:text=Nov.,low%20that%20it%20was%20repealed.

"Daylight Saving Time–Top 3 Pros and Cons." *ProCon.org*. 7/31/2024. https://www.procon.org/headlines/top-3-pros-and-cons-of-daylight-saving-time/

https://www.forbes.com/sites/brittanyanas/2024/10/30/what-states-dont-do-daylight-savings/

Composition 1 Essay Rubric						
Criteria	**A Sophisticated***	**B Competent***	**C Adequate***	**D Inconsistent***	**F Little to No Display**	**Criterion Score** 75.99/C
Introduction/Conclusion	Introduction includes sophisticated*, precise wording that engages readers while establishing background info and/or relevance appropriate to the essay's main points. The paragraph is fully developed; a minimum of 3-4 sentences lead into the thesis (as the last sentence of the introduction). Conclusion paragraph brings the essay to a satisfactory close with no new	Introduction includes competent wording that engages readers while establishing background info and/or relevance appropriate to the essay's main points. The paragraph is fully developed; a minimum of 3-4 sentences lead into the thesis (as the last sentence of the introduction). Conclusion	Introduction includes adequate wording that connects readers to the topic while establishing background info and/or relevance appropriate to the essay's main points. The paragraph is developed and leads into the thesis. Conclusion paragraph brings the essay to an adequate	Introduction contains inconsistent word choice, sentence development, or paragraph development does not adequately connect readers to the topic. The paragraph may not be fully developed and/or the thesis may not be placed as the last sentence of the introduction. Conclusion paragraph closes the essay but may be inconsisten	Introduction contains confusing* word choice, sentence development, or paragraph development that disconnects the reader and topic. The thesis is not complete or may not be present. Conclusion paragraph is disconnected from the topic of the essay, or it leads into other topics. The paragraph is underdeveloped or off topic.	11/15

Commented [redacted] Your essay is thoughtful. If you haven't done so, consider using tutor.com and/or TLC for assistance to receive extra credit (follow the Extra Credit Instructions). Also, be invited to revise (pay close attention to the annotations and rubric criteria and use that to drive your revisions).

	points. The paragraph is fully developed. The conclusion reiterates the significance of the topic and continues to support the thesis.	paragraph brings the essay to a satisfactory close with no new points. The paragraph is fully developed. The conclusion reiterates the significance of the topic and continues to support the thesis.	close with no new points. The paragraph is adequately developed. The conclusion reiterates the significance of the topic and continues to support the thesis.	t with topic, sentence development, or connections to the rest of the essay. The paragraph may not be fully developed.		
Argument	Sophisticated word choices present a clear, focused, argument-driven thesis statement and identify precise topics consistent with the essay's assignment.	Competent word choices present a clear, focused, argument-driven thesis statement and identify topics consistent with the essay's assignment.	Adequate word choices present a focused, argument-driven thesis statement, which may not be placed at the end of the introduction but does identify topics consistent with the essay's	Thesis presents a weak argument, does not identify topics consistent with the essay's assignment, and/or presents as an announcement using a phrase like "this essay will be about."	Thesis is vague or missing altogether and/or does not meet the assignment parameters. Thesis may present as an announcement using phrases like "this essay will be about," "I am writing to argue," or "in this	17.33/20

			assignment.		essay, readers will learn."	
Organization	Essay's body paragraphs incorporate sophisticated transitional elements, present clear topic sentences that connect main points of the paragraphs to the thesis, and present 2-3 supporting sentences with evidence. Paragraphs end with clear summary sentences.	Essay's body paragraphs utilize effective transitions, present mostly clear topic sentences that connect main points of the paragraphs to the thesis, and present 2-3 supporting sentences with evidence. Paragraphs end with mostly clear summary sentences.	Essay's body paragraphs begin with predictable* transitions, present somewhat clear topic sentences that connect most of the main points of the paragraphs to the thesis, and present 2-3 supporting sentences with evidence. Paragraphs end with somewhat clear summary sentences.	Essay's body paragraphs often do not begin with transitions, present topic sentences that may only connect some of the main points of the paragraphs to the thesis, and present only 1-2 supporting sentences with evidence. Paragraphs end with vague summary sentences.	Essay's body paragraphs do not begin with transitions, present topic sentences that do not connect the main points of the paragraphs to the thesis, and present 1 or no supporting sentences with evidence. Paragraphs are also missing summary sentences.	11/15
Supporting Evidence/ Body Paragraphs	Ideas are relevant and support the essay's argument/thesis.	Ideas are relevant and support the essay's	Ideas are relevant and support the essay's	Some ideas may not be relevant or may not support the essay's	Ideas presented may not be relevant to the essay's thesis.	18.33/25

	Main points are skillfully stated and amply developed with meaningful examples, evidence, quotes, paraphrases, and explanations.	argument/thesis. Main points are competentl y stated and amply developed with effective examples, evidence, quotes, paraphrase s and explanatio ns.	argument/ thesis. Main points are adequatel y stated and developed with sufficient examples, evidence, quotes, paraphras es, and explanatio ns.	argument/thesis. Main points are inconsisten tly developed using simplistic examples, evidence, or explanation s. Quotes and paraphrase s could be missing, provide inconsisten t support, or shift focus. Or, there is a reliance on over-quoting in lieu of support.	There is little to no developme nt and/or examples, evidence, and explanation s. Quotes and paraphrase s could be missing, do not support the main ideas, or shift focus. Or, there is a reliance on over-quoting in lieu of support.	
Citations/ Format	Sources are properly identified and incorporated with few to no errors as per the manuscript guidelines identified in the	Sources are properly identified and incorporat ed with minimal errors as per the manuscript guidelines	Sources might not be properly identified and incorporat ed as per the manuscrip t guidelines	Some source informatio n may be incomplete and/or only source URLs are provided. Manuscript guidelines identified	There is little to no documentat ion of sources.	11/15

	assignment criteria (APA, MLA, Chicago Style, Turabian, CSE, etc.).	identified in the assignment criteria (APA, MLA, Chicago Style, Turabian, CSE, etc.).	identified in the assignment criteria (APA, MLA, Chicago Style, Turabian, CSE, etc.).	in the assignment criteria (APA, MLA, Chicago Style, Turabian, CSE, etc.) are not followed.		
Grammar/ Conventions	Sophisticated choices in style, tone, diction, and sentence structure are appropriate to purpose and audience.	Choices in style, tone, diction, and sentence structure are appropriate to purpose and audience.	Choices in style, tone, diction, and sentence structure could be further developed and are not appropriate for a consistent purpose and/or audience.	Limited choices in style, tone, diction, and sentence structure; essay presents informally and is not appropriate for purpose and audience.	Few or no variations and choices in style, tone, diction, and sentence structure; essay lacks control. Purpose and audience are unclear.	7.33/10

Key Term Definitions

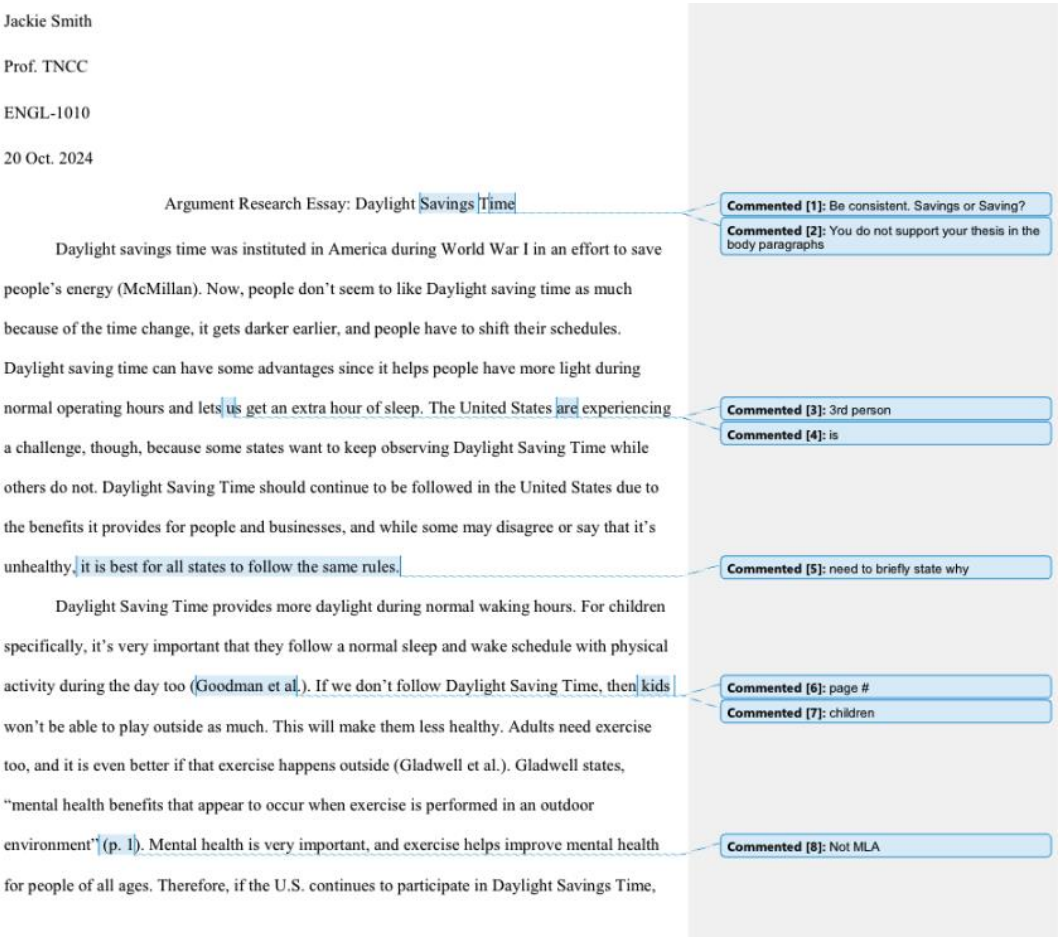
*Sophisticated-authentic writing choices reveal a polished, final product that comes from mastery of the writing process.

*Competent-authentic writing choices reveal a consistent final product that comes from a strong understanding of the writing process.

*Adequate-writing choices reveal a final product that comes from following the steps of the writing process.

*Inconsistent-writing choices reveal a final product that deviates from the writing process.

Appendix O: Participant 4 – June Sutton: Sample Essay Feedback



Jackie Smith

Prof. TNCC

ENGL-1010

20 Oct. 2024

Argument Research Essay: Daylight Savings Time

Daylight savings time was instituted in America during World War I in an effort to save people's energy (McMillan). Now, people don't seem to like Daylight saving time as much because of the time change, it gets darker earlier, and people have to shift their schedules. Daylight saving time can have some advantages since it helps people have more light during normal operating hours and lets us get an extra hour of sleep. The United States are experiencing a challenge, though, because some states want to keep observing Daylight Saving Time while others do not. Daylight Saving Time should continue to be followed in the United States due to the benefits it provides for people and businesses, and while some may disagree or say that it's unhealthy, it is best for all states to follow the same rules.

Daylight Saving Time provides more daylight during normal waking hours. For children specifically, it's very important that they follow a normal sleep and wake schedule with physical activity during the day too (Goodman et al.). If we don't follow Daylight Saving Time, then kids won't be able to play outside as much. This will make them less healthy. Adults need exercise too, and it is even better if that exercise happens outside (Gladwell et al.). Gladwell states, "mental health benefits that appear to occur when exercise is performed in an outdoor environment" (p. 1). Mental health is very important, and exercise helps improve mental health for people of all ages. Therefore, if the U.S. continues to participate in Daylight Savings Time,

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Commented [3]: 3rd person

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Commented [5]: need to briefly state why

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then people will have more chances to be outside when it's light out, which is beneficial to their mental health.

If people are happy, they tend to be better consumers. They go to work to make money to spend each day. So, Daylight Saving Time can also help businesses succeed. More hours of daylight means safer traveling by car. And, based on an article from the ProCon.org database, "Later daylight means more people shopping after work, increasing retail sales, and more people driving, increasing gas and snacks sales for eight months of the year (the time we spend in DST)" ("Daylight Saving Time). Basically, if people are up when the sun is up they are more likely to go out and support businesses.

Some people think that Daylight Saving Time is unhealthy because people have to adjust their schedules during the day and while sleeping, but that seems like a small price to pay for the benefits already discussed. Technically, there are at least 20 states in the United States that are trying to have Daylight Saving Time year round (Anas). Daylight Saving Time does save energy, but it also is not best for human sleep patterns, and it contributes to more crime and accidents and health issues during the transition weeks (Anas). More darkness during waking hours can also make people less productive, and electricity costs money these factors can make people depressed (ProCon.org.) Basically, it can be seen as unhealthy, but that does not apply to the majority of people.

Daylight Saving Time should continue to be something that all of the United States does because the advantages outweigh the disadvantages. It is important that the U.S. follows the same rules for all states otherwise we are not really united and everyone won't be synced up. Changing Daylight Savings Time could also impact time zones. Other articles say that having more daylight in the evening and less in the morning can be a safety issue so it's better to keep the shift. Doing away with Daylight Saving Time would mean that the U.S. would need to operate on a standard time year round (McMillan). President Biden tried to pass a bill called the Sunshine Protection Act, but it was not approved.

In conclusion, the pros mean more than the cons for Daylight Savings Time because having more daylight hours can help people be healthy and better consumers. Some people don't like the time change, but most people adjust well. We need to "fall back" and "spring forward" each year. For the good of everyone, the United States should keep Daylight Saving Time.

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Commented [16]: comma splice, 3rd person, the use of united and synced up here is confusing and needs to be better explained.

Commented [17]: revise

Works Cited

Goodman, Anna, et al. "Daylight saving time as a potential public health intervention: an observational study of evening daylight and objectively-measured physical activity among 23,000 children from 9 countries." *The International Journal of Behavioral Nutrition and Physical Activity*, vol. 11, no. 1, 23 Oct. 2014. *Gale Academic OneFile*, dx.doi.org/10.1186/1479-5868-11-84. Accessed 7 Nov. 2024.

Gladwell VF, Brown DK, Wood C, Sandercock GR, Barton JL. The great outdoors: how a green exercise environment can benefit all. Extrem Physiol Med. 2013 Jan 3;2(1):3. doi: 10.1186/2046-7648-2-3.

McMillan, Alexx. "The History of Daylight Saving Time." Nov. 7, 2022. *University of Colorado Boulder*. https://www.colorado.edu/coloradan/2022/11/07/history-daylight-saving-time#:~:text=Nov.,low%20that%20it%20was%20repealed.

"Daylight Saving Time–Top 3 Pros and Cons." *ProCon.org*. 7/31/2024. https://www.procon.org/headlines/top-3-pros-and-cons-of-daylight-saving-time/

https://www.forbes.com/sites/brittanyanas/2024/10/30/what-states-dont-do-daylight-savings/

Commented [18]: Entries are not in MLA style

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Appendix P: IRB Approval from TNCC

TN Community College
Institutional Review Board (IRB) Proposal Form

Note: Please complete this form and attach brief responses to the issues raised, keeping in mind that the primary concern is the potential risk—physical, emotional, or other—to the participants, as well as the protection of their rights. Provide copies of all stories, questionnaires, consent forms or other documents to be used in the inquiry. The Institutional Review Board (IRB) must have enough information about the transactions with the participants to evaluate the risks of participation. Assurance from you, no matter how strong, will not substitute for a description of the transactions.

Submit the proposal and supporting documents to the Institutional Review Board, c/o Office of Institutional Research and Effectiveness, Room 202D.

Project Director: Sara Amato Date: Nov. 13, 2024
Co-Project Director(s): Stephanie van Hover

Proposal Title: Evidence-Based Feedback Practices in English Composition 1 Courses

1. Purpose of the Study: What will be the central question or issue your project will explore?

The purpose of this study is to explore how instructors assigned to teach Composition 1 at a community college make sense of feedback practices and to understand how they currently provide feedback.

This study would contribute to the advancement of knowledge about feedback practices and provide an opportunity to develop evidence-based resources for community college professors in efforts for improving writing instruction. Specifically, the findings will contribute to the knowledge source and critical thinking needed to analyze strengths and weaknesses within current departmental practices. The findings will also depict an analysis of perspectives, which can be used to create relevant professional development offerings and resources for teachers alongside an updated course design and curriculum for Composition 1.

Research suggests that college students often struggle to learn to write, but writing is essential because it is the foundation for future endeavors such as education and career readiness. In community colleges, students tend to struggle even more with development of their writing due to the need for learning support (which is sometimes met or not), challenges with time management, and impeding life circumstances. Best practice recommends that community

college writing instructors should provide extensive, individualized feedback on writing assignments to promote growth. Nicol et al. (2014) describe feedback, overall, as vexing in higher education due to inconsistencies among faculty members' practices. But, O'Donovan et al. (2016) argue that feedback is potentially the most powerful piece of the assessment cycle in driving student learning.

Little is known, however, about what community college professors know about feedback practices. Teachers often share the reprise that feedback is tedious and time-consuming to provide, and students often do not access, read, or utilize the feedback to improve (Adams & McNab, 2013; Cunningham, 2019; Deeley et al., 2019, Perun, 2015; Sadler, 2010). And, students often report that they are unsure of how to approach feedback due to misunderstanding in intent, misapplication, and lack of agency as a result (Carless & Winstone, 2023; Kang & Dykema, 2017; Ryan et al., 2024). Yet, very little is known about feedback practices in composition courses at community colleges--a unique audience. Community college is often where students who feel underprepared for a 4-year institution enroll in an effort to grow their skills–like writing–in preparation for larger endeavors (Perun, 2015).

2. Provide a summary of the research plan:

a. What are you going to do?

This is an explanatory qualitative case study involving the TNCC English department. All the participants (purposive sampling) have been assigned to teach a composition course at some point during the 2024-25 academic year (Hancock & Algozzine, 2017). Data will include the following: 1) feedback and scoring on a sample research essay (written and provided by the Principal Investigator), 2) semi-structured individual interviews that ask about the participants' approaches to teaching composition and adding commentary on a research essay, and 3) a focus group with course instructors will be held to discuss feedback collectively as a department. The data will be coded thematically (based on a priori and emergent codes) and analyzed to provide rich descriptive and transferrable conclusive findings and recommendations. To maintain confidentiality, the participants' identifying information will be removed and replaced with pseudonyms. Member checking will be conducted in addition to follow-up interview questions and data reporting as appropriate.

The study will be conducted during the 2024-2025 academic year as soon as IRB approval is given. The researcher seeks to learn more about the feedback practices of the participants as well as how they describe their philosophy of teaching writing.

The study contains the following components in the order of these steps for participant action:

1) Faculty members are supplied with a sample research essay (written by the Principal Investigator) to provide feedback on and score using the departmental rubric. (15-20 minutes) The faculty member will be asked to share their copy of the sample essay with feedback with the researcher at least 1-2 days prior to their individual interview.

2) Faculty members will be asked to schedule and participate in an individual, semi-structured interview in the participant's office (60 minutes). The participant will be asked a few

demographic questions to get started, then about 15-20 questions regarding their feedback strategies and comments on the sample essay.

3) Faculty members will be asked to schedule and participate in a focus group with the department in the conference room of the Humanities building (30 minutes). The focus group interview will include about five questions pertaining to collective sensemaking of feedback.

These interviews and focus groups will be held in person, and they will be audio-recorded (no video) using Zoom. The recordings and transcriptions will be kept in a secure, password-protected location (UVA Box).

b. When will you do it? Starting Date: January 14, 2024

Ending Date: May 10, 2025

Note: Unless designated "Exempt" at the program and department level, this project must receive formal approval in the form of an approval letter from the IRB chair prior to the start of data collection. Projects researchers believe to be "exempt" must still complete a Cleveland State Community College Proposal Form, to be submitted to the IRB.

c. Where will the study take place?

English department offices
Humanities conference room

d. Who will be involved in conducting the study?

Full-time English department faculty members

3. Sample/Population:

a. Describe the sample size, demographic requirements and location of recruitment for the participants.

Sample size - full-time English professors
Demographic requirements - None
Location - Cleveland State Community College (main campus)
Research activities will not interfere with employees' job responsibilities.

b. Who will recruit subjects and how?

Principal Investigator - Sara Amato
See attached Recruitment Email

4. ***How will you keep the data secure? Who do you plan on sharing the data with?***

These interviews and focus groups will be held in person, and they will be audio-recorded (no video) using Zoom. The recordings and transcriptions will be kept in a secure, password-protected location (UVA Box).
The data and materials will be stored using UVA Box, which is a secured, password-protected virtual location. All data and materials will only be accessed during the times when the study is being conducted, then filed away when work is not in progress. UVA Box is available for long-term storage of study-related items. Names will be changed to a numerical identifier or pseudonym.
The data will only be shared within the English department–among participants.

5. ***What possible risks do you envision there might be to subjects?***

While a study of this nature does pose minor confidentiality and privacy risks, the data collected will not be used to influence any employment decisions. The data will be used specifically for enhancement of resources used by the English department.

6. ***How will your study be able to ameliorate those risks?***

In order to respect confidentiality and privacy of the participants, the research data/materials will be stored in a password protected folder in UVA Box, which will prevent others from accessing the participants' information. Furthermore, personal identifiers will be removed from the data/materials and replaced with numbers and pseudonyms.

7. ***Benefits: Assess the potential benefits that may be gained by any individual participant, as well as benefits which may accrue to society in general as a result of the planned work. Please specify any compensation such as monetary or academic credit that you may offer as part of the study.***

This study does not directly benefit the participants. However, the findings and recommendations of the study will inform potential Composition 1 course redesign plans and professional development resources provided to faculty members of the English department. Participants will not be compensated for involvement in this study.

8. Attach a copy of the Informed Consent Form based on the template provided.

See Appendices C-H.

Confirmation of approval:

Sara, You've been approved by the IRB committee. Please proceed and let me know if you need anything else. Best, John

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