

The template response in Example 4 avoids this kind of personalization. The student must take the explained strategic information and figure out how to apply it to his own writing. It's rather like reading in a textbook about writing and being expected to revise from that point. For many students, template responses are insufficient.

#### Example 4

##### **Thesis Development:**

The sentence in your first paragraph that most seems to be your thesis is: "Immigrants are what help make America be America; by being a multicultural society standing united." However, a thesis needs to make some kind of claim about something that you're going to argue. Here, you're saying that immigrants are important to America but then it isn't clear why.

A good thesis does the following:

- Uses one sentence.
- Makes a claim about something that needs to be supported.
- Can be defined, supported, explained, or justified.
- Sometimes lists the main points of the essay in the sentence.
- Is usually placed at the end of the introduction paragraph.

That's what your new thesis should do.

My research shows that students want responses to *them* about *their writing*, not something that could have been copied from a textbook.

Revision demonstrations that include some of the student's own text (length appropriate to the lesson), combined with the four-step intervention process, can teach students how to:

- Revise a thesis for greater clarity;
- Influence meaning with particular word choices;
- Write quote introductions and analyses (as well as model citation styles);
- Use transition words; and
- Address serious grammatical or sentence structure issues, among others.

### **Teach Through Modeling**

Another of many ways to teach a problem-centered lesson in online settings is to model writing. In Chapter 2 of this study guide, I recommend teaching revision by completing the assignment yourself and demonstrating various revision steps using the word-processing features "track changes" and "comments" [see also pp. 64–69 of *The Online Writing Conference*].

To make your own responses to students more problem centered, keep in mind that HOCs are almost always more important to good writing than LOCs, unless the student truly is in the editing and proofreading phase.