

The website text could read:

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The document could appear as follows:

Below is the correspondence between a student, Anon, and online tutor, Sheila, as well as the paper Anon submitted with in-text feedback from Sheila. As you will see, the student has already submitted a draft of this paper and is now looking for feedback on a revision. (Please note that Anon and Sheila are pseudonyms.)

Hello,

This is the first draft of my reflective essay. ENG. 121. I used MLA style. I want you check for me if the paragraphs are strong enough especially the first and the last paragraphs. Are there repetitions? Are my thoughts coherent? Is my essay a good and strong one? Thank you.

Regards,

Anon Ymous

Hi Anon,

This is Sheila again. Thanks for sending us a revision of this essay.

Your draft looks to be clear and coherent and I'm not noticing any repetition, but this time around I asked a few questions that I'm hoping can help make this even more engaging. A lot of these questions aim toward personalizing this essay. You're reflecting on your experiences. You have brought up useful ideas and backed them up with some evidence, which is always a good thing, but hopefully these suggestions can allow you to put a bit more of yourself and your personality into it. I see that you've put some of yourself in that fifth paragraph, where you talk about your professor telling you that you haven't used your own ideas in the draft you gave him and how you felt about that. As a reader, I want to know more.

As always, I hope that this helps.

Best,

Sheila

First Year Composition (FYC) courses are courses I would recommend to every college freshman. It helped me to write a focused essay and actively read articles and text. I am confident putting my ideas on a piece of paper. This course taught me critical reading and thinking. I now produce details, examples and evidence on my essays. I am not an expert of

writing but the way I write has improved. *(Since this is a reflective essay, why not start with something more personal? For example, in your second paragraph, you talk about how much you hated writing before this class. I've highlighted it in blue. What if you moved that information to the beginning of this introduction? Could that work?)*

I have been in Lehman College for four semesters and each semester my ability to organize my thoughts on paper improves. However for this semester alone what I have learned in writing surpasses all the other three semesters. My ability to write a good essay has progressed. One of my worst courses on campus used to be academic writing because I did not like writing essays. When I was young I did not like reading novels or magazines. I studied just about any subjects except English. I believed that so far as one can talk one can write. I did not know that there is difference between talking and writing. This made it very difficult for me to transfer my ideas onto a piece of paper in an organized way. *(If you decide to try that suggestion about moving this highlighted bit to your introduction, you'll need some more development for this paragraph. Can you talk more about the strategies you learned in this writing class? You talk about what you've learned, but what if you discussed how you've learned it? What did your professor say to you?)*

It was difficult for me to come up with a working thesis statement that was not too broad and vague. This was clear when writing my position essay; I wrote several thesis statements which took me about a month to finally get a good working thesis. *(What if you included an example or two of the early thesis statements and why they didn't work out? What was the final one?)* I wrote and revised my first thesis statement about seven times. Even though, my Professor, ACE tutors and peers helped me, *(How did they do that? What did they make you think? Talking about how you arrived at the right answers can help your reader really understand what you're telling them.)* I figured out all the answers. However when I was writing my research paper, the very first thesis statement was good enough to write the essay on. It was easier this time because I came to understand that a thesis statement should be a debatable claim, challenging and expressed clearly.

I used to write essays full of points no examples, details or evidence. *(Why is that a problem in essay writing?)* Because of the help I received, I learned to include details and/or examples. In fact, it took perseverance and hard work to overcome this obstacle in writing. *(Why?)* Currently in any topic I write I include details; I have also stopped writing so many points in one paragraph. *(How did you learn how to do that?)* All these testify that my writing has improved.

I am confident that any essay I write now will be my own ideas not just repeating some else's. Before this class began I did not know that writing an argumentative essay was all about putting forth one's own argument about the topic of discussion. What I used to do was to read so many articles about a given topic and writes an essay on those topics that I agree with. For example, regarding position essay after reading the three articles in class I agreed with Sharon Crowley's article "The Modest Proposal". This was because I did not believe it was right for anybody to be forced to do something that they would not normally do. After writing that essay on "abolishing the universal requirement" my professor told me that "abolishing the universal requirement" is not my idea and that my supporting ideas have been raised by Crowley already. In fact it was a big blow to me but I was determined to learn something from this class. Upon several readings, I understood the purpose of doing a literature review before coming up with your research topic; a

literature review is done to avoid doing research that has been already published. Now one thing I know is that any essay I write will be my own idea and not a duplicate of another author or writer. *(I didn't mention this last time, but I like the way you formulated this paragraph—you explained your thought process in a clear manner and that helped to prove your point. My questions in your other paragraphs are actually aiming to help you to do what you did here.)*

This class has really taught me one important truth about writing which is to view every text as an argument. I used to think that any research article contains truth and facts and failed to question it. I either agreed or disagreed with those articles. It never occurred to me to question the author's claim or assertion. Throughout the weeks one of the lessons that I will never forget in my life is the belief that each text exist as an argument even the nonfiction text (Kant 79). Kant has made me aware that "the nonfiction texts also exist as arguments in rhetorical context" (79). I now do read any text with a critical eye; I actively read any book including my science textbook, make notes as I read and ask questions. It has helped me to look at the different sides of a particular topic other than the author's side. It has increased my understanding of many topics. I wished I had known this in my very first semester in college.

(You had a conclusion paragraph in the old version of this paper which helped to sum up the essay and leave the readers with a final thought. The above paragraph is useful but it doesn't feel like a conclusion. Even if you don't like the one you had before, adding a paragraph just to wrap things up would still help your reader recap what they've learned from you and can also help them to begin to think about their opinions regarding your work. For more on conclusions, try this link: <http://writingcenter.unc.edu/handouts/conclusions/>)