Some questions about your approach:

1. When you are grading, how important do you consider errors in grammar and syntax to be?

2. What sort of feedback do you give with regard to errors of this sort?

3. Do you include discussion of these sorts of errors in your tutorials, and if so, how do you do it?

4. Do you feel comfortable perceiving, diagnosing, and explaining these sorts of errors?

Your background:

1. What training have you had in terms of English grammar and syntax?

2. What advice or instructions have your instructors given you with regard to how they want these issues addressed?

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1 This handout was used as a discussion prompt for RGASC Writing TA Training sessions.
Pros and Cons of paying attention to grammar/syntax issues

1. What are some pros to paying attention to sentence level issues?

2. What are some cons to paying attention to sentence level issues?

3. In an ideal world, how would you choose to weight or address these issues when assessing student work?
Mark Blaauw-Hara’s 7-Point Guide to Discussing Grammar

1. Address grammar rhetorically, i.e. like wearing inappropriate clothes to a job interview: this can help take some of the prescriptiveness out of a prescriptive approach.
2. Focus on process
3. If possible, encourage dialogue with students to get at their meanings
4. Work on grammar issues in students’ own writing (or in the sort of writing that students in your course might produce)
5. Encourage rereading
6. Provide models of good writing
7. Don’t correct

- Students should fix their own errors, and ideally should find most or all of them. They won’t learn if you do it for them.
- Rei Noguchi argues that grammar teaching (and feedback is teaching) ought to focus on areas in which there are a) a high frequency of b) errors that are considered by readers to be severe.

Helping Out Beyond the Red Ink

How can you integrate this feedback into the broader context of the course, or of the student’s academic progress?

- Grammar instruction in tutorials
- Writing appointments (office hours)
- BB links to sites (such as the Purdue Owl)
- RGASC online modules
- Recommendations to visit the RGASC
- Tracking issues and progress over the course’s length
What Would Academia Be Without a (Selected) Bibliography?


