

IF YOU USE WAC STRATEGIES,

Students like it because:

- feedback about writing is consistent from course to course
- writing in one course supports/scaffolds other writing activities in the same course, as well as in other courses
- expectations are clear
- writing helps students understand and organize content
- numerous opportunities to write, over time, instill confidence
- it prepares students for writing styles/formats for their employment once out of school environment

For an assignment, using WAC strategies can help with explaining to students:

1. How to synthesize information from a range of sources, shaping material to meet the reader's needs
2. Write with differing degrees of formality, relating vocabulary and grammar to context (ex. Using the active or passive voice)
3. Discuss and evaluate conflicting evidence to arrive at a considered viewpoint

Teachers like it because:

- Marking criteria is explicit (both for students and teachers)
- Work is selectively marked – not everything is marked (principles for this are that teachers focus attention on those literacy skills that coincide with the meaning and purpose of the work; select high value features for marking – commenting on features the pupil can generalize and apply the advice to other written tasks; give specific prompts which tells pupils exactly where and what they need to improve; expect pupils to respond to the prompts)
- Prompts are clear: works for students (can understand expectations more easily) and teachers get the work they want back – not off-topic information
- Students' confidence grows and they show more active involvement
- Consistent approach gains student trust and limits mistakes in assignments/work
- Immediate feedback is able to be given which improves students' future work