

## Strategies for Self-initiated Draft Revision in Writing Class<sup>†</sup>

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### Abstract

This research explores three types of feedback for a large writing course. Draft revision is an essential step for students who need inspiring experiences to overcome the intimidation of writing. Through an ongoing process of revision, students realize that “seeing again” does improve their essays. In the writing class, I organized three steps for active revision: peer-review, instructor’s review, and self-revision. All three steps were conducted in sequence: students wrote the first draft and had a peer-review session. Through the peer-review process, students gained a critical viewpoint and better evaluated their own essays. The peer-review activity reminded students of the reader’s presence in writing. Students revised their essays based on the comments from the peers and the instructor. Finally, they were asked to revise their first draft and wrote a Writing Process Report at the same time. As meta-writing, the Writing Process Report sets for a plan and a goal of a final draft. Such revision processes promote students’ involvement—active and interactive self-revision. That is, well-designed peer review and self-revision activities ensure students’ self-initiated and spontaneous engagement in writing.

**Keywords:** *Self-initiated revision, interactive writing, meta-writing, reader's presence, self-objectification, Writing Process Report*

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# 글쓰기 수업 내 학생의 주체적 수정을 위한 전략

김신정

## 국문요약

이 글에서는 글쓰기에 대한 단계적인 접근이 학생의 주체적인 수정을 유도하여 글의 완성에 기여하고 있음을 밝히고자 했다. 주체적인 수정은 글쓴이가 ‘자신의 글을 객관적으로 평가하는 능력’ 과 ‘독자에 대한 인식 능력’ 을 기반으로 외부의 피드백을 반영하여 스스로 수정계획을 세우고 글을 완성하는 활동이다. 수업시간에 학생들은 초고를 작성한 후 <자기첨삭>을 하기 전 <동료첨삭>을 하고 <교수자첨삭>을 받았다. 이를 통해 <자기첨삭>의 단점인 객관적 평가의 어려움을 해결하고, 독자의 존재를 인식하는 경험을 하였다. 이어지는 <자기첨삭>단계에서는 <문제해결보고서>작성을 병행하였다. 보고서를 작성하는 과정에서 초고 작성 과정을 돌아보며 수정계획을 세우고, 완성된 글에 대한 재고(再考)를 통해 글쓰기 경험에서 얻은 바를 다음 글쓰기를 위한 지식으로 확립하였다. 효과를 확인하기 위해, 학생 글의 ‘수정 전’ 과 ‘수정 후’ 및 문제해결보고서 내용을 살폈는데, 글의 주제가 명확히 드러나고 단락 간의 내용이 긴밀하게 연결되는 변화가 있음을 발견하였다.

**주제어:** 주체적 수정, 양방향학습, 메타적 글쓰기, 독자인식, 객관적 평가, 문제해결보고서

## I. Introduction

University education has emphasized the concept of “process-oriented education” and “active learning,” which share common interests in enhancing students’ critical thinking skills. “Draft revision” activities in writing class are incorporated with the student’s “autonomy” as an independent writer based on the notion of process-oriented education and active learning. In “outcome-oriented writing education” students follow an example by providing model essays, whereas “process-oriented writing education” consists of a series of writing process steps and is designed for students to spontaneously participate in each step (Song Myung-jin 2016,79).

In process-oriented writing education, the very essential stage requiring student effort and active engagement is draft revision. This paper explores ways to develop students’ active involvement throughout the entire writing process. To this end, I suggest a phased teaching approach to promote students’ engagement in the revision process. The approach will be demonstrated by an empirical case designed to practice and develop active revision skills.

This thesis examines a Writing about Human Rights session, a four-week session in a sixteen-week writing course Reading and Writing at a university in Seoul. The students watched *If You Were Me: Anima Vision* (2005) in class, an omnibus animation movie produced by the National Human Rights Commission of Korea. Each student was asked to pick a topic on human rights, write a draft, revise it, and submit an 1800-word essay at the end of the semester. I recommended that after watching the movie students should choose a topic drawn from their experiences of or opinions about sexual minorities. The learning objective of the essay writing was to cultivate sensitivity to human rights, so the essay was not required to be argumentative or opinionated. I asked students to be wary of expressing sentimental or superficial opinions when recollecting their daily experiences.

There have been two bodies of scholarly discussions focusing on the values of feedback and suggesting practical methodologies for it. Recent studies that discuss the value of feedback include Gu Ja-hwang (2008), Oh Youn-ho (2008), Park Jin-suk (2009), Park Sang-min and Choi Seon-kyung (2011), Kim Nak-hyeon (2012), and Lee Yun-bin and Jung Hee-mo (2014). Studies suggesting feedback methodologies include Chong Hee-mo and Lee Jae-seong (2008), Choi Seon-kyung (2010), Lee Eun-ja (2010), Park Sang-tae (2012), and Park Hyun-lee (2015).

These studies have contributed to a shift in the teaching paradigm from conventional instructor-centered approaches to student-centered learning prioritizing practice/content rather than lecture/grammar. Current scholarship emphasizes students’ hands-on experiences of the writing process, essay organization, and spontaneous decisions on the direction of their writing.

There are three types of feedback that can inspire students’ active engagement in writing: “instructor’s review,” “peer-review,” and “self-revision.” Features of each feedback type are as follows:

- In the “instructor’s review” stage, instructors give feedback on students’ essays. Instructors should be cautious of their comments becoming too dominant to hinder students’ knowledge construction and active engagement in their writing processes.

Students often believe that they receive a high grade by mechanically following the instructor’s comments.

- In the “peer-review” activity, students are asked to form a team and exchange their essays with their team members. This method offers a chance to actively exchange opinions with classmates and recognize the reader’s presence. In addition, when students read someone else’s essay, they obtain an objective perspective towards their own writing by reading various subjects under the same topic.
- “Self-revision” best utilizes writer’s own discretion by giving opportunities to re-consider and correct his/her previous draft. The activity is beneficial in terms that self-revision ensures writer’s active engagement; however, self-revision does not help gain an objective critical perspective to find problems in one’s own writing.

In this sense, it is imperative to develop critical thinking skills with an objective perspective and foster writer’s active engagement throughout the self-revision process. To this end, I adopted two methods. One set up several steps of revision and inserted the “self-revision” activity in the final step. The other had students write a Writing Process Report as part of the self-revision activity.

In Section II, I discuss teaching processes and methods of utilizing “peer-review,” “instructor’s review,” and “self-revision.”

## II. Steps for Revision in the Entire Writing Process

### II-a. Order of Writing Process

Table 1 demonstrates the order of writing processes in the “Writing about Human Rights” session:

**Table 1. Process of Writing about “Human Rights”**

[Choosing a topic] → [Outlining] → [Introduction writing] → [First draft] → [First submission] → [Peer-review] → [Instructor’s review] → [First draft returned with comments] → [Revision planning and Part I of Writing Process Report] → [Completing revision and Part II of Writing Process Report] → [Final submission]
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### II-b. Peer-review Practice

I required the students to include four elements—“structuring,” “simplicity and clarity,” “unity and coherence,” “relevance and originality”—in essay writing. Structuring examines how the text is organized and developed well. Simplicity and clarity are criteria that examine whether a topic is concise and clearly delivered. Unity and coherence between components of text are criteria that examine the intimate relationship between content elements. To be more specific, uniformity means that contents of each paragraph consistently point to a main topic; cohesiveness means that each part of the text is closely connected to each other. Relevance and originality of materials are predicated on the depth of text and related to the use of references. I tried to figure out if students’ essays contain four elements.

As mentioned, peer-review has two positive results: obtaining an objective viewpoint and recognizing the reader's presence. As a student reads other classmates' writings, he/she learns how to expand a discussion and has a chance to compare his/her writing with others' writing. Such student applies the critical reading approach to his/her own writing. In this regard, the peer-review activity enables critical reading of one's own writing with an objective view.

In addition, through peer-review, students check whether their readers would understand intentions, implications, and meanings in their writing. By sharing essays, they examine whether their essays need more details or need to reduce redundancy. Peer-review gives students as a writer the opportunity to objectively view their writing.

### II-c. Instructor's Review

It is important for instructors to check if assignment requirements are fulfilled in students' essays. To this end, I reminded students of the assignment requirements via feedback comments: title, word counts limit, a concrete topic, and using the video's contents. Although they had been notified of these elements prior to draft writing, students did not completely meet essay requirements such as the word count limit or including a title. In addition, many failed to utilize the contents of the video. I commented on these elements that many students had missed. In addition, my essay prompt asked students to include specific descriptions. Although the learning objective of the Writing about Human Rights session was to foster deep insight into human rights and human rights sensitivity, students' discussions in the first draft was very shallow and superficial. Students wrote a combination of their thoughts, fragmentary knowledge, and information obtained through internet search. Therefore, I reminded the students of the goal of the assignment and emphasized detailed descriptions to accomplish the objective.

## III. Self-Revision

### III-a. Revision Plan Based on Feedback

Table 2 enumerates the process of revision activities in the Writing about Human Rights sessions:

**Table 2. Steps of Revision**

[Peer-review] → [Instructor's review] → [Self-revision I: reflection and revision plan] → [Self-revision II: correction and completion]
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In the two steps of self-revision, students received their first drafts with comments via the "peer review" and "instructor's review" activities and were asked to make a revision plan. They reflected on their writing processes and revised their drafts based on the revision plan. Making a "Writing Process Report" was meta-writing because it led students to recollect their writing processes that they have experienced so far.

In Chapter III, I compared students' first drafts with final essays and analyzed effects of students' self-revision in conjunction with their writing process reports.

Table 3 below contains components of the Writing Process Report—Order, Time, Contents, Methods—and its objectives. As mentioned earlier, the writing process report "part

I” and “part II” were composed at different times such as “before revision” and “after revision (viz. after completion)”. Students were asked to fill up the “Writing Process Report” form at each stage, which consists of “before revision” and “after completion” part and submit the form as a complete report with their final drafts.

**Table 3. Components of Writing Process Report and Objectives**

<b>Order</b>	<b>Time</b>	<b>Contents</b>	<b>Methods</b>	<b>Objectives</b>
Writing Process Report “Part I ”	Before revision	First draft feedback from other people	In-class writing	Self-reflection ↓ Revision plan
↓ Revision & Completion ↓				
Writing Process Report “Part II ”	After revision & completion	Final draft	Out-of-class writing	Self-evaluation & reflection

The Writing Process Report form consists of “Part I” and “Part II.” “Part I” asks about students’ writing experiences on the first draft. Questions in this part inquire about difficulties students encountered while outlining and writing the first draft. “Part II” requests students’ revision plans by inducing them to think ways to reflect various comments from other people on their essays.

Students responded to the feedback in three different ways: some students wanted to actively reflect their peer's comments, and others wanted to partially reflect while the others did not want to reflect them at all. When introducing the Writing Process Report form, I advised them not to be a passive receiver by mechanically accepting others’ feedback entirely but to be an active judge by optimizing feedback on their discretion. The Writing Process Report helped students assured of their self-reflection as they wrote reasons why they decided to reject others’ comments. In doing so, students were able to clarify their thoughts and positions while writing the report. The act of Writing Process Report helps students enhance their self-confidence by reviewing the whole writing process themselves.

### III-b. Case Study: First Draft and Writing Process Report Part I

Student A met the paper topic with an account of an experience participating in a Queer Parade. With contents of the draft and “Part I” of Writing Process Report, I will explain how

the student accepted peer and instructor comments and planned to revise accordingly. Here is the full text of the student's first draft:

### **Before Revision**

#### **Title: Sexual Minorities' Position and Future in Korean Society**

On June 11, 2016, I had to go Seoul Plaza to visit the City Hall. Although Seoul Plaza would always be crowded, it was full of people more than usual. It turned out that Korean Queer Culture Festival was being held at Seoul plaza. Because one of my best friends in high school was a sexual minority, I had come to be interested in issues of sexual minorities, and therefore I did not take any offense to the festival. However, some people were very angry and protesting at Deoksu Palace. It was an anti-LGBTQ protest presented by conservative Protestant groups. Looking at them, I could see what the general recognition of sexual minorities in our society was like. I felt that I needed to examine the relationship between sexual minorities and our society and think about the future of sexual minorities. In this essay, therefore, Therefore, I would like to discuss the current position of sexual minorities in Korea, changing perceptions of sexual minorities on the global level, and the future of them.

Where are the sexual minorities in our society as of 2016? Comparing to the past decades, we can say that they are placed in better situations. Just 20 years ago, it was a common perception that homosexuality was a crime that people should not commit as a human being. Once coming out, the person used to be fired from work, abandoned by family and friends and completely buried in society. Now, however, a gay celebrity who came out is proud of himself appearing TV programs. A sexually minor student is elected as a president of Student Council. The rise of the status of sexual minorities is due to active activities to improve the awareness of sexual minorities in universities, cooperation with other human rights groups and progressive organizations, and many artists' multi directional support for sexual minorities. This is far better than the past, but the mainstream society's perception of sexual minorities is still grim. There is still no positive view of sexual minorities, and the government has no policy for sexual minorities. Sexual minorities are discriminated when they apply for a job, and there is no regard for young sexual minorities in public buildings as well as in private buildings.

So, what is the global trend for sexual minorities? Since decades ago, European countries were already very open to sexual minorities. Western and Northern European countries have long been striving to protect sexual minorities, and most of countries have reached the stage of legalizing same-sex marriage. Also, the United States legalized same-sex marriage in all states of the Union on June 26, 2015. In other words, it is a global trend that mainstream society recognizes and accepts sexual minorities as members of society.

Finally, what is the future of sexual minorities in Korean society? I am sure that the sexual minorities will be able to live in far better atmosphere for them than the present. Although it is a long way to go, the public's perception of sexual minorities is gradually being revised, and politicians who were not interested in sexual minorities in the past are also talking about sexual minorities. In particular, Park Won-soon, the mayor of Seoul, helped to hold the "Korean Queer Culture Festival," and Ambassador Ripper also participated in the event. ④If the efforts for sexual minorities are improved in all aspects of society, the future of sexual minorities is bright.

## Writing Process Report

### Part I. Before Revision

#### 1. Difficulties of Writing First Draft

**①When you tried to choose a topic before writing, what difficulties did you face?**

→ Among the minorities I thought about sexual minorities first. I wanted to write about an analysis of the current position of sexual minorities, the degree of discrimination, and their future. ①-1) I decided to write an essay that conveys information about the place of sexual minorities in Korean society. Originally, I was interested in the issue of sexual minorities, and after reading the posts of homosexual supporters on the community site, I decided on the topic and theme. There was no difficulty in setting the subject.

**②What is the most difficult part in writing and how did you solve the problem? If you didn't, explain why.**

→Writing the introduction was the most difficult. I was struggling to start writing. However, ①-2)I remembered that professor had said that presenting my experience in the introduction was effective in writing class. I took the approach.

**③How did you put the introduction you wrote a week ago in your draft? If you didn't use the introduction, how did it at least affect your draft?**

→①-3)My ideas have changed a lot, so I barely used the introduction. I only cited the numbers in the introduction for my conclusion.

#### 2. Revision Plan

**①What is the best part in your draft?**

→ I think the best part is 'introduction.' I think it was an excellent choice to start the introduction with my experience. The problem is that there is a break in the flow of text and the supplementary explanation of the case is weak.

**②How do you plan to modify your draft with your peer tutoring feedback? If you don't want to accept peer feedback, please specify the reasons.**

→ I will accept some of the comments that ㉞-1)"You need to mention the human rights movie that we watched together." and "You need to suggest solutions for the problem of sexual minorities."

### III-b-1. Problem of First Draft

This essay consists of three paragraphs. The underlined parts of each paragraph seem to be topic sentences. If the topic sentences are put together, they read in this sequence:

Ⓐ“Therefore, I would like to discuss the current position of sexual minorities in Korea, changing perceptions of sexual minorities on the global level, and the future of them.”→  
Ⓑ“there is no regard for young sexual minorities in public buildings as well as in private buildings.”→Ⓒ“In other words, it is a global trend that mainstream society recognizes and accepts sexual minorities as members of society.”→ Ⓓ“If the efforts for sexual minorities are improved in all aspects of society, the future of sexual minorities is bright.” The topic sentences tell that the essay does not have a clear single subject due to the topic’s ambiguity.

### III-b-2. Peer-Review Comments

As mentioned above in Writing Process Report Part I, students received comments from peers requesting citation of a relevant movie and presentation of a concrete solution. Here are other comments that the student had received but did not cite in the writing process report: “The time sequence from the past and the present to the future is well organized.”; “What you discuss is going toward to a unified theme.”; “This essay has to put specific ways to solve discriminations against LGBTQ people beyond just a simple description of the reality.” Overall, the peer review comments complimented the organized structure and unity of the writing, while pointing out weaknesses in the relevance and clarity of contents.

### III-b-3. Instructor’s Review Comments

I complimented the student that it was good to start with a queer parade episode in the introduction of the essay. I asked for a clarification of authorial stance and direction for the essay. The student was asked to “propose a solution” by peer readers and to “adjust a direction” by the instructor. The student agreed with the suggestions. In fact, suggesting a solution and adjusting a direction is not a different story. The introduction of this essay calls into question of the sexual minorities’ lives in current Korean society by discussing the low social position of and the lack of social awareness of LGBTQ communities. However, the essay’s conclusion anticipates bright future. One of the peer reviews points out that he needs specific solutions for the current situations, which requests a clear direction of the essay. In the same light, the instructor’s review asks to clarify his stance towards the LGBTQ topic and bear a specific direction in his essay.

### III-b-4. Writer’s Reflection and Revision Plan

As the self-reflection indicates, the student wanted to inform readers of the situation of sexual minorities, and that the decision to start the essay with a life experience came about after a struggle to come up with an introduction led to consulting a sample essay offered in class. In other words, the student started writing with a clear outline in his mind.

Then the student notes that the first draft was written without including the introduction completed a week earlier. Before writing a first draft, all students had made an outline of their essays and then had written an introduction part based on the outline. I gave students examples of good introductions. It seems that the sample essays lead the students to consider their problems in writing and revise their own by consulting the samples. In reviewing this writing process report, I could see that the student found it more difficult to write an introduction than other parts. Preoccupation with writing the introduction by itself led to failure to organically connect body paragraphs with supporting ideas despite having presented intentions and directions for the essay in the introduction.

**After Revision**

**Title: Current Position and the Future of the Sexual Minorities in Korea**

On June 11, 2016, I had to go Seoul Plaza to visit the City Hall. Although Seoul Plaza would always be crowded, it was full of people more than usual. It turned out that Korean Queer Culture Festival was being held at Seoul plaza. Because one of my best friends in high school was a sexual minority, I had come to be interested in issues of sexual minorities, and therefore I did not take any offense to the festival. ©I enjoyed not only the performances of the artists but also participated in the parade and took photos with the sexual-minority artists. Then, I realized that the LGBTQ people were also the same human being as the heterosexuals. I also learned that their sexuality grew into artistic spirits equipped with liberality and open-mindedness toward being different.

some people were very angry and protesting at Deoksu Palace. It was an anti-LGBTQ protest presented by conservative Protestant groups. ⒻThey insulted us with offensive words that a normal person would not speak out of a mouth. Some of them even became disgusted, attempting to attack the sexual minorities, invading the parade, and lying in front of the event truck. Fortunately, they were soon restrained by police officers. I could see the general perception of conservative Christians, the mainstream society in Korea, towards sexual minorities. In other words, sexual minorities have been treated as detestable beings and been rejected by the mainstream just as the foreign workers and goats in animal farms were treated in the movie ‘If You were Me.’I felt that I needed to examine the relationship between sexual minorities and our society and think about the future of sexual minorities. Therefore, I would like to discuss the current position of sexual minorities in Korea, changing perceptions of sexual minorities on the global level, and the future of them.

Where are the sexual minorities in our society as of 2016? Comparing to the past decades, we can say that they are placed in better situations.

.....

ⒼIn this sense, the social status of the sexual minorities is better than the past decades. However, their social position is still quite unstable, and our society do not pay careful attention to LGBTQ problems. First, the conservative Christian groups as the mainstream of today’s Korean society, do not hide their hostility to sexual minorities. They even run for congress men, campaigning illegalization of homosexuality as an election promise. This situation calls for a careful attention because the open and public hatred undermines the status of sexual minorities, which has been established by blood and tears of the social minorities for decades. Therefore, at the national level, the deep-seated aversion to sexual minorities should not be legitimized as a law. We must stop their attempts to initiate legislation that discriminates minorities. Social, cultural, and political considerations are needed; for example, installing rest rooms for sexual minorities in public buildings, removing sex/gender checkboxes on job application forms, and allowing alternative military service to sexual minorities. Fortunately, mainstream politicians such as Seoul Mayor Park Won-soon has provided legal and administrative supports.

In one of the episodes “Animal Farm” in “If You Were Me” the sheep initially excluded goats because of their different appearance. Later, the sheep realize that there are

numerous different animal species besides themselves and embrace the goats as a member of the animal farm community. ⑥If we try a little more to understand differences in each individual at every level of society, then the day will come when the minorities are respected as a proud member of our society.

This revised version clearly shows writer's voice and control over the essay by offering concrete explanations. Because the reviewers did not figure out the writer's purpose of discussing the LGBTQ issues, in their peer-review they requested a solution to the poor social status of sexual minorities. Instead of accepting the peer-reviewed feedback, however, the writer decided to clarify the overall position so that the reader could understand the authorial intention. The essay challenges the general social recognition of sexual minorities. Social understandings of the minorities seemingly have been improved, which in effect draws less attention and consideration to LGBTQ issues. The revision offers access to the author's feelings through more specific details about experiences in the queer parade. It now points out both the improvements and the limitations of social perspective towards sexual minorities by showing examples of pervasive social discrimination.

This student did not include Part II of the writing process report on the final submission. Nevertheless, I selected this essay as a good example because the student modified the main point to make the essay's point and direction clearer. As the underlined part in each paragraph demonstrates, this revised draft has much higher specificity. The student gives specific details describing what happened at Seoul Plaza during the queer parade and offers strong repulsion to different opinions.

It would be better if the underlined part in the introduction was put in the body section. In addition, he abruptly mentions the movie *If You Were Me* in the conclusion. Lastly, at the end of the conclusion, he suggests the subject who acts to make it right is the minorities rather than members of entire society, which slightly contradicts his argument in the body.

#### **IV. Conclusion**

After having submitted the final draft, students answered a questionnaire at the end of the semester, which asked if they would like to apply the revision processes to other writings. Among the revision steps, the students ranked "Instructor's review" as the most helpful feedback. However, when multiple answers were possible, students chose peer-review, instructor's review and writing process report altogether as helpful feedback to improve writing. This result indicates that the combination of self-revision, peer-review, and instructor's review works as a more effective revision strategy than adopting a single method. Noting the benefits of revision and practicing it is very important in writing. I believe that the instructor's responsibility is to motivate students to write and revise as an ongoing process and help feel the joy and value of it.

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\*All references are in the Korean language.

## Appendix 1. Writing Process Report Form

### <Writing Process Report>

Name/ Student ID:

※ "Writing Process Report" is a self-correcting activity. Answer the questions below. Keep this form with you and submit it with your final essay.

#### Part I. Before Revision

##### 1. Difficulties of Writing First Draft

- ① When you tried to choose a topic before writing, what difficulties did you face?
- ② What is the most difficult part in writing and how did you solve the problem? If you didn't, explain why.
- ③ How did you put the introduction you wrote a week ago in your draft? If you didn't use the introduction, how did it at least affect your draft?

##### 2. Revision Plan

- ① What is the best part in your draft?
- ② How do you plan to modify your draft with your peer tutoring feedback? If you don't want to accept peer feedback, please specify the reasons.

#### Part II. After Revision

-Please write what kind of problems you had while revising; how you overcame; and what is your opinion about the entire writing process.

## Appendix 2. In-class Survey Form

### <In-class Survey>

1. What do you think is the most important activity in the “writing process”?(multiple choices possible)

① Reading ② Summarizing ③ Planning ④ Writing ⑤ Revising ⑥ Speaking

2. Have you written essays in other university courses? Please check the answer below.

2-1. Y / N (If yes, go to No. 3; If no, jump to No. 4)

3. Please write differences between the previous writing experience(s) you described in No. 2 and the experience you have had in Reading & Writing class.

4. In Reading & Writing, three types of feedback were given. Which activity helped you the most revise your essay? (Multiple choices possible)

① Peer tutoring ② Professor’s feedback ③ Writing Process Report

5. As a reminder: you’ve taken “peer tutoring” and “professor’s feedback,” and filled up “Writing Process Report” in sequence.

5-1. Please check one of the two answers below:

- The comments from “peer tutoring” was enough to help me modify my draft.

- The comments from “peer tutoring” was not enough to help modify my draft.

(in either of the cases, go to No. 5-2)

5-2. Do you think that “professor’s feedback” and “Writing Process Report” compensate the limits of “peer tutoring”?

① “Peer tutoring” is enough.

② “Peer tutoring” and “professor’s feedback” are both effective.

③ A combination of “peer tutoring” and “Writing Process Report” is effective.

④ A combination of “peer tutoring,” “professor’s feedback,” and “Writing Process Report” altogether is effective.

6. How do you want to receive feedback (if any) and revise your writing in the future?

① I will revise it by myself.

② I will review “Writing Process Report” myself.

③ I will do the “peer tutoring” with classmates.

④ I will consult with the Writing Center.