

TO: Student's first and last name

FROM: Advisor's name (fine to just use first name)

DATE: Insert date here

SUBJECT: Request ID# (you're welcome to personalize this further and write something like #45678/Your process essay for WRTG 201)



[If you have a photo on the EWC website, or you would like to include a photo (from your Google profile or whatever), please paste it above.]

Congratulations on your progress in writing this assignment for [class]. [Advisors should feel free to add compliments, encouragement or other personal statements to establish warmth and connection. It's helpful to compliment a specific **writing-related skill or strength**, and then explain **why** it is a strength, i.e. "This is what you did well, and this is why it benefits your writing"]

My name is [your name], and it's my pleasure to work with you today. [Advisors may insert video or audio greetings here. YouTube is an excellent program for inserting video welcome messages. [This handout](#) explains how to insert an online video in a Word doc in a few simple steps.] Before we begin, let's review a few important guidelines and resources:

- Students may submit one request for advice (either written feedback or live online advising) every 48 hours.
- You are welcome to come to the Effective Writing Center for help at any stage in the writing process, whether you are just getting started an assignment or want feedback on a rough draft.
- Resources to help you revise your writing assignment are hyperlinked within this letter and in the [More Resources](#) section at the end.
- Before reading this advice, please review the writing that you submitted. We've pasted your draft at the end of this advice letter.

At the EWC we are attentive readers who help you improve as a writer by explaining and modeling effective writing skills. For a more detailed discussion of our services, please [click this link and visit the Effective Writing Center web site](#).

Are You Interested in More Help?

Schedule a Live Advising Appointment!

- The Effective Writing Center also offers live, online advising via teleconference. You can submit an appointment request through the [MyUMUC portal](#).

Attend an Online Workshop!

- The EWC hosts monthly live workshops in Google Hangouts. Our [complete calendar is available here](#).

Join the Google+ Community!

- Join the UMUC Effective Writing Center [Google+ community](#). Here, all UMUC students and faculty members can find resources to help students improve their writing. Whether you are a student who needs your paper reviewed or a faculty member who would like us to provide a guest lecture on writing for your class, the EWC is here to help. [Click here to join!](#)

Advice Overview

We will discuss the following strategies that can help you to strengthen your paper:

- [Here the advisor alerts the student to what will occur during the advising session and what areas will receive special attention.]

In addition, if using a **system of color-coding** (student's text in one color and the advisor's in another, etc.), this is explained here.]

Although we will cover revisions and rules, your professor's instructions always take precedence over any advice you receive from the EWC. If you have any questions, refer to your assignment guidelines first and don't hesitate to ask your professor to clarify any unanswered questions.

Assignment Management

Thank you for submitting the assignment requirements. Our goal is to ensure that your paper meets your professor's assignment requirements as closely as possible, so this information is a big help!

[If the student has not submitted an assignment description, it's helpful to remind them that they can just copy and paste info from their assignment sheet into the submission form when students omit this, there's a good chance that they just didn't know that they could include or that it would help to include it.]

Below is a table with an overview of your assignment, what you have completed, and what you need to fulfill the requirements.

[Here the advisor compares the assignment requirements to what the student has submitted. When the student includes an assignment description with the submission, please use a table in this section that lists (1) each assignment requirement; (2) what the student has provided for that requirement; (3) what is needed, if anything, to fulfill the requirements.]

Assignment Requires	You Have	You Need

Thesis & Organization

Goals:

- Articulate your thesis, argument, main idea, and/or purpose clearly.
- Organize your document or presentation in a manner that promotes understanding.

[This section offers comments on the overall focus and arrangement, and may include the following topics: **thesis statement**, **organization/outlining**, and the **introduction**.

As you develop this section of your advice, try to relate the feedback to the above goals. In addition, you may find it helpful to consider the questions below:

- Does the writer present material clearly and/or in a logical order appropriate to the goals of the assignment?
- Does the writer support the thesis and purpose fully?
- Is there coherent progress from the introduction to the conclusion?

All explanations within the four main sections of the template should include specific reference to the student's paper, via a description of what's in the paper or copying and pasting of excerpts from the paper; explanations, models, and strategies to aid in revision; and a video thumbnail or descriptive hyperlink to a resource where the student can learn more.

Note about hyperlinks: In order to make the template as accessible as possible to writers using assistive technology, we ask advisors to make the link descriptive, rather than using just a URL. So for example, **instead of**

For more on this, please click [this link](#).

OR

You can check out <http://blog.apastyle.org/apastyle/2016/06/navigating-copyright-how-to-cite-sources-in-a-table.html>

You'd **want** to have something like

If you'd like to learn more about citing sources in tables, you can [follow this link to the APA Style Blog's Post on Navigating Copyright: How to Cite Sources in a Table](#)

Development & Research

Goals:

- Develop coherent paragraphs, points, and/or sections so that each is internally unified and functions as a part of your entire document or presentation.
- Tailor your communications to the audience.
- Provide sufficient support for your ideas
- Integrate material from research (if required) smoothly into your own content.

[This section offers comments on the development of content, and may include the following topics: paragraph development and/or paragraph structure, paragraph unity, paragraph length, and/or conclusion.]

As you develop this section of your advice, aim to relate the feedback to the above goals. In addition, you may find the following goals helpful to your review:

- Does the writer have a meaningful topic sentence for each paragraph or point?
- Is each paragraph's single topic fully developed?
- Does the writer supply relevant and original supporting detail?
- Does the writer identify a target audience?
- Has the writer avoided biased language?

If the writer's assignment requires outside research, you may also consider the following:

- Does the writer use a variety of credible and assignment-appropriate sources to support, extend, and inform an original argument or thesis?
- Is the source material integrated appropriately?
- Does the writer summarize, paraphrase, and quote accurately?]

Formatting & Citations

Goals:

- Format paper according to the rules of required style.
- Cite sources according to the rules of your required style.

[As you develop this section of your advice, aim to relate the feedback to the above goals. In addition, you may find the following goals helpful:

- Has the writer cited sources according to the rules of their style?
- Is the paper formatted according to assignment and/or style guidelines?]

Grammar & Mechanics

Goals:

- Use sentence structure appropriate for your task, message, and audience.
- Follow conventions of Standard Written English.

[As you develop this section of your advice, aim to relate the feedback to the above goals. In addition, you may find the following goals helpful:

- Does the writer vary sentence structure?
- Are there sentence-level errors (run-ons, splices, fragments, etc.)?
- Has the writer followed standard usage rules of grammar and mechanics?
- Are there spelling errors? (Look for patterns or errors in prominent places in the essay.)

Please be sure to personalize all feedback by including the following in each explanation:

- Overview of the rule or guideline
- Demonstration of revision, using an example from the writer's document
- Guidance on methods for finding and revising additional instances of the issue
- Link to additional resource(s),

Summary

[This section includes a **list of action items for the student.**

Good luck! As you continue your work on this project, be sure to:

- 1.
- 2.
- 3.

“Sign” the advice letter with your name]

More Resources

[If you would like to refer the student to any additional resources, please include them here, using descriptive hyperlinks.]

Copy of Your Draft

[Please copy and paste the student’s draft here. It can be helpful to insert a page break and then paste onto the new page.]