

Multi-Use Editing Form ~ Thielsen  
**WRITER-CONTROLLED FEEDBACK AND RESPONDING**

**Writer:**

**Editor:**

**crn:**

**term:**

**About this tool:** This form can be used with one or more partners, or, even, just by the writer to view the writing from a different angle. The results should indicate, most of all, what to KEEP in the writing. Then, by making sure the rest of the work is connected, focused, shaped to that most important element, the strengths increase and the lesser relevant details/components tend to drop away naturally. **CAUTION: As the writer, be sure to confine a responder to the information this form asks for. Only when these points are covered, and only IF the writer asks for more information, should the responder offer anything else. Let the writer direct what kind of information they get!**

**PLEASE NUMBER THE PARAGRAPHS OF THE DRAFT IN THE LEFT MARGIN:**

1. What is the most interesting aspect of this writing (idea, feeling, element of style, focus)?
2. What about this writing should the writer KEEP, (absolutely NOT discard) even if other elements could change?
3. What words, images, sentences or areas in the writing stay with you as a reader/listener...? Specify/itemize/**list** them.
4. What ideas seem to hover around the edges or just under the surface of the writing; what is **implied**, i.e. not developed or detailed?
5. What does this writing really seem to be **about**...the main idea/theme? **How does the title affect /reflect the theme?**
6. **ESPECIALLY FOR DESCRIPTIVE/NARRATIVE ESSAYS:** Where do you as reader/listener most vividly **experience** the writing, i.e. where are the 5 senses most alive? GIVE LINES/PAGE/PARAGRAPH #
7. What about the writing **don't** you understand or what makes you **wonder** regarding clarity of ideas/statement or needs more material?
8. What do you have **questions** about or wonder about regarding any aspect of the writing? BE SURE TO WORD THESE REMARKS AS QUESTIONS!

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**Please respond to any questions the writer includes (as applicable):**

- 1.
- 2.
- 3.