



*About
the
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Jo Cohen recently received her Ph.D. in Counseling Psychology from the University of Georgia. She has published and conducted seminars in the fields of marriage and family, and dream interpretation. Additional interests include helping with the adjustment of international students to the United States, and personality theory.

Jo, who has been teaching at GSC since September 1988, will begin a Fellowship in Clinical Neuropsychology at the Philadelphia Geriatric Center in September 1990.

A Case for "Rewrites"



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Although many do not take advantage of the opportunity, some students do appreciate the chance to rewrite their work for additional credit. I initially tried this procedure without establishing a deadline for rewrites, and found myself inundated with a constant barrage of rewrites.

This semester, I am permitting rewrites for students who are ambitious enough to turn in their papers one week in advance. This benefits me by distributing my workload more evenly, while still allowing a rewrite option. I set a deadline for the rewrite—two weeks after the first draft is handed back. I have also been permitting rewrites for students whose work signifies comprehension and integration well beyond their writing ability. For example, some students show considerable research ability and advanced conceptualization, but have difficulty with conciseness.

Although based on a small sample, my findings thus far suggest that students' writing does improve through rewriting.