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 Twelve Readers  
 Reading  
 Richard Straub  
 &  
 Ronald Lunsford  
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 pp. 192-93.

An **authoritarian** style typically *corrects* and *criticizes* the student's writing. It is highly judgmental and dictates a variety of changes, rigidly imposing the teacher's agenda and taking substantial control over the text. Such a style is usually marked by a predominance of corrective, imperative, and evaluative comments, and by a clipped, critical voice. A **directive** style *directs* or *firmly guides* the student about what to do to improve her writing. It points to problems the student should address or (when it takes on a more positive tone) presents a number of specific directions for revision. Teachers who use a directive style are not highly judgmental, but they are nevertheless critical. They do not go so far as to demand changes; they just point to the need for

them. Both authoritarian and directive styles of response assert the teacher's authority and frequently "appropriate" the student's writing. But whereas authoritarian commentary usurps control from the student, demanding exacting changes across the text, directive commentary identifies the need for changes and, at least as often, engages in other, less authoritative types of commentary. The third type of authoritative response—**advisory**—primarily *makes suggestions* or *offers options* that are designed to help the writer decide what to do by way of revision. Advisory response is typically less controlling than directive commentary because it suggests changes more than it dictates or requests them. An advisory style is also more conversational and deferring than the other two types of authoritative response, allowing the student greater control over making her own writing choices.<sup>11</sup>

There are three kinds of interactive response—Socratic, dialectic, and analytical—again, each one progressively less controlling. A **Socratic** style *prompts* the student to make particular changes in the text. It relies heavily on the kind of closed questions Socrates is known for in Plato's dialogues: questions that seem to imply the questioner's answer (closed problem-posing questions) or that attempt to elicit specific information that the questioner assumes the respondent has readily available (closed heuristic questions). A Socratic style allows the teacher to create an interplay with the student even as it keeps the teacher in control of how the student sees the choices. A **dialectic** style makes the student more responsible for making her own writing decisions by *asking open-ended questions*, questions that lead her to consider issues and possibilities on her own. Finally, in an **analytical** style the teacher mainly reflects on how he understands the writing. He usually gives the student a close reading of the text or provides lessons about the writing but assumes little direct control over revision.<sup>12</sup>

