Amethyst Szymanski’s goal is to evaluate the professors that “use feedback to instruct students in the unique features of professional writing in the discipline.” She believes that this type of instruction can only take place in major courses. She breaks down the feedback as either praise or criticism, and classifies comments related to content, low prose, high prose, and scientific discourse. 44.15 percent of comments on low prose (grammar, spelling, punctuation, etc.), 27.49 percent focused on content, and 14.46 percent of comments responded to issues of writing in the scientific discourse. She interviewed the professors that assigned professional-genre papers. The interviews suggest “all of these professors have independently generated a philosophy of commenting resembling Bean’s ‘hierarchy of concerns, descending from higher-order issues to lower-order issues,’ and that courses concerned with the professional development of students may be the best place for assignments, and feedback that encourage a “general culture of writing.”

Amethyst Szymanski’s evaluates instructor feedback in upper division biology courses in an effort to make a connection between the influential role instruct feedback has in preparing students for writing in scientific discourse.

Amethyst Szymanski, Erika. "Instructor Feedback in Upper-Division Biology Courses: Moving from Spelling and Syntax to Scientific Discourse.” *Across the Disciplines.* 11.2 (2014): n. pag. Web. http://wac.colostate.edu/atd/articles/szymanski2014.cfm

Amethyst Szymanski’s evaluates instructor feedback in upper division biology courses in an effort to make a connection between the influential role instruct feedback has in preparing students for writing in scientific discourse. This article is strong, but does not include more recent scholarship, student perspective, and an opposing view.