

改进措施清单：治口号作文的七个日常动作，讲评课只是最后一环

讲评课救不了口号作文，能救的是讲评课之前的三十个日常动作里的几个。以下七条是我在反思后落地一个学期的措施，按见效速度排序，每条都写清怎么做、做多久见效。

一、当众废除「结尾必须升华」。第一节课就宣布：作文结尾不许出现「美德」「传统」「让我们」三个开头，出现即圈出。规矩要当众废，因为旧规矩是学生自己总结出来的，只有老师亲口收回才有效。见效约两周。

二、命题换问法。把「写出你的感受」全部换成「写出那件事里你身体最不舒服的三十秒」「写出你犹豫时手在干什么」。身体问法逼出细节，口号无从插入。每次作文命题过一遍这条筛子。

三、设「诚信现场」素材本。每周一件真实小事，一两句话，只许写细节不许写评价。周五课前抽读三则，不点评只问细节：当时你站哪？谁先说话的？坚持一学期，讲评课就不缺素材。

四、评分口径调头。加分项写死三条：动作句、身体反应句、真实到「只有你家会发生」的句子。口号句单列「待商榷」栏，不扣分不给星。红笔是学生的指挥棒，口径不改，讲评课白上。

五、口号侦探游戏。每篇互评前先找口号，找到圈出，圈数记在分数旁。学生会拆自己的口号，拆的时候顺便看见故事本来长什么样。每两周玩一次，保持新鲜。

六、教师写下水文。同一题自己先写四百字，故意先写一版全是口号的，再写一版带细节的，课堂上读两版让学生挑毛病。老师示范「改」，比讲一百遍「要具体」有用。

七、讲评课只当最后一环。前面六条跑顺后，讲评课只做三件事：本班病文与范文对比、互评三问、当堂限改两处。前面没跑顺就开讲评课，等于让医生治自己喂出来的病。

七条按周排：第一二周做一、四；第三周起二、三常态化；第五周加五；第七周加六；讲评课放在第十周。顺序别换——先拆学生心里的得分捷径，再给素材，最后才轮到讲评技术。

An Improvement Checklist: Seven Everyday Moves Against Slogan Compositions — the Review Lesson Is Only the Last Link

A review lesson cannot save slogan compositions; what can are a few of the thirty everyday moves before it. The seven below are measures I ran for a full semester, ordered by speed of effect, each with how-to and time-to-work.

One: publicly abolish 'the ending must sublimite'. Announce it in the first class: endings may not begin with 'virtue', 'tradition', or 'let us' — any such opening gets circled. The rule must be abolished publicly, because the old rule was

the students' own summary; only the teacher can retract it. About two weeks to work.

Two: rewrite the prompts. Replace every 'write your feelings' with 'write the thirty seconds in that event when your body felt worst' or 'what were your hands doing while you hesitated'. Body-questions force detail and leave no gap for slogans. Screen every composition prompt through this filter.

Three: keep an 'integrity scenes' notebook. One true small event per week, one or two sentences, details only, judgments forbidden. Before Friday class read three aloud, comment on none, ask only for details: where were you standing? Who spoke first? Keep it a semester and the review lesson will never lack material.

Four: reverse the grading rubric. Bonus items fixed at three: action sentences, body-reaction sentences, and sentences true enough that 'only your family would do that'. Slogan sentences go to a separate 'to be discussed' column — no deduction, no star. The red pen is students' baton; if the rubric stays, the review lesson is wasted.

Five: the slogan-detective game. Before peer review, hunt slogans first, circle each, note the count beside the score. Students dismantling their own slogans see, in the act, what the story was supposed to look like. Play it every two weeks to keep it fresh.

Six: the teacher writes alongside. On the same prompt, write four hundred words yourself — deliberately one version all slogans, one version with details — and read both for students to fault. Modeling revision beats saying 'be concrete' a hundred times.

Seven: the review lesson is only the last link. Once the six above run smoothly, it does three things only: contrast this class's weak and strong drafts, three-question peer review, two in-class fixes. Running a review lesson before that is a doctor treating a disease he fed the patient himself.

Weekly schedule: items one and four in weeks one and two; items two and three become routine from week three; add five in week five; add six in week seven; the review lesson in week ten. Do not reorder — first dismantle the scoring shortcut in students' heads, then supply material, and only then critique technique.