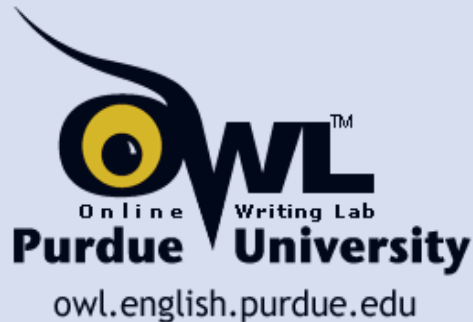


# Peer Review

*Looking at Texts  
from a Reader's Point of View*



# Peer Review? What is that?

- Objective feedback
  - Seeing someone's text from your own perspective
  - Explaining to them how you 'see' it
  - Being kind, yet honest, in the process

# The 'Who' of Peer Review

- Who is the best person to review your writing?
  - Peers... because they probably think like you
  - Instructors... because they know what they hope to teach you
  - Friends... because they can catch mistakes you do not see
  - Tutors at the Writing Center...because they are trained to work with writing needs

# The 'When' of Peer Review

- When does Peer Review work best?
  - When you need overall feedback
    - How does it sound?
    - What do you think?
    - Does it make sense?
  - When you need specific feedback
    - Thesis statement
    - Topic Sentences
    - Organization
    - Introduction
    - Conclusion
    - Grammar, Punctuation, and Spelling
    - Syntax

# The 'Why' of Peer Review

- Why does Peer Review work?
  - We see our writing 'through' another person
  - We see how other students think and write
  - We see others' writing strengths & weaknesses
  - We see new ideas and new ways of explaining ideas
  - We learn to look at our *own* writing in a different way

# The 'How' of Peer Review

Peer Review works by being a helpful reader

- Ways you can respond as a helpful reader:
  - If you get confused or lost
    - Mark an 'X' in the text where you are confused
    - Ask the writer to explain his or her ideas
    - Ask the writer to state his or her thesis
    - Ask the writer to state the question the thesis answers
    - Help the writer to brainstorm (mapping, outlining, etc.)
    - Ask the writer to fill in the blanks:
      - My purpose in this paper is \_\_\_\_\_.
      - My purpose in this section is \_\_\_\_\_.

# The 'How' of Peer Review (cont.)

- Being a helpful reader (cont.):
  - If you cannot see the point
    - Ask the writer 'So what?' questions.
    - In other words, ask the writer
      - 'What does this sentence have to do with your thesis?'
      - 'What does this point have to do with this paragraph?'
      - 'What does this paragraph have to do with the paper?'
  - Playing devil's advocate
    - Counter the writer's stance or thesis
    - Bring up other perspectives
    - Ask the writer 'why' and 'how' questions
  - Offer more examples and details to the writer
  - Leave the final decisions to the writer

# ***The Allyn & Bacon Guide***

*The following information is taken from the Allyn & Bacon Guide to Writing:*

## **Advice-Centered Workshops:**

1. Ask students to bring in four copies of their papers.
2. Divide the class into groups of four students.
3. Each group of four divides into pairs.
4. Each pair exchanges papers with the other pair.
5. Working collaboratively, each pair reviews the two papers, one at a time, orally discussing the paper.
6. The reviewers write down advice to the writer on the paper.
7. Papers are returned to their owners.
8. If time permits, the group members discuss their comments orally.