**SAMPLE PEER REVIEW ASSIGNMENTS**

**Setting the Stage Option 1: Mock Peer Review**

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| **1st draft** | **60 – 90 minutes** | * **Pairs** * **Whole Class** | * **Peer review sheet** * **Assignment rubric** * **Sample student paper** |

Students benefit when the instructor conducts a mock peer review together on a typical example of student writing. This mock review allows writers to practice giving meaningful feedback and allows instructors to point out those items that are most crucial to the assignment, reveal any typical writing problems, and highlight the process of feedback and revising.

*Sample Lesson Outline*

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| **WHO** | **WHAT** |
| **Whole Class** | * Hand out the peer review sheet students will use for their first peer review * Read the instructions and clarify the steps * Discuss reader-based and criterion-based feedback [See page 3] |
| **Whole Class** | * Hand out the sample peer draft, along with assignment and rubrics * Review and answer any questions |
| **Pair-Share**  Students read individually  Discuss in pairs  Share with class | Using the Research Brief peer review sample on page 6 of this guide, the pair-share format might look like this:   * Each student reads the paper’s introduction on their own * Student pairs discuss the main argument of the piece and collaborate to write a summary * Pairs share their summary with the group and the class compares notes * The instructor clarifies any points the students should note * The class then moves on to the next part of the peer review, maintaining the pair-share/class discussion format throughout, with the instructor highlighting essential points * If students use language that is especially helpful, the instructor can note that language on the board or ask students to write it down for use in their future peer reviews. This is a great opportunity to teach the language of professional peer review! |

**Setting the Stage Option 2: Teach Genre Conventions Rhetorically**

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| **1st draft or before drafting** | **60 – 90 minutes** | * **Whole Class** | * **Assignment rubric** * **Exemplar papers, preferably multiple samples** * **Highlighters, if available** |

A variation on the idea above uses genre samples to show students the rhetorical moves that a successful author makes. For example, with a literature review, the instructor hands out one or more strong literature reviews and has students read for specific language and structural elements, such as the way the author introduces sources or the uses of subheadings to signal meaning.

*Sample Lesson Outline*

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| **WHO** | **WHAT** |
| **Whole Class**  **Optional Pair-Share** | * Have students review the assignment prompt and any grading rubrics. If students have already started their papers, ask about student questions. * **Optional:** Use a pair-share format where students discuss their questions about the assignment in pairs then write them on notes and hand them in. At the end of the lesson, check that student concerns and fill in gaps. |
| **Pairs**  Students read individually  Discuss in pairs | * Give students copies of successful sample papers that reflect the genre norms they need to master. These can be student examples or examples from the field. Two-three samples that achieve the stated goals using different structures can be especially helpful to students. * If using multiple samples, give each pair only one, and follow up by posting all samples online. * Each student should read the genre sample silently, reflecting on how it meets the assignment. * Using your assignment prompt, ask pairs to highlight how their assigned sample accomplishes the goals of the assignment. To make this activity meaningful, point out specific rhetorical moves students should look for and highlight – introducing the problem, use of subheadings, introducing authors and studies, showing agreement and disagreement, etc. |
| **Whole Class**  Pairs share notes with class  Instructor fills in gaps | * Project samples or give copies of all samples to all students. * Assign pairs to specific parts of their sample to present to the class depending on the number of pairs and samples. For example, one pair can discuss how a sample shows authors agreeing and disagreeing while another pair can discuss use of headings and subheadings. * Each pair points out specific ways in which their assigned sample and section accomplishes its goal. Other pairs with the same sample can contribute and the instructor can fill in gaps. * Go through each sample in this way. |
| **Whole Class** | * Return to student questions and answer additional questions. * If time allows, students can exchange their own drafts for feedback on specific rhetorical moves just discussed. |

**Problem Statement Peer Review**

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| **After writing only the problem statement** | **30-45 minutes** | * **Ideally, groups of 3 (allot more time for 4)** | * **Each student brings one hard copy of thir draft** * **Optional feedback form** |

If the assignment involves defining a research problem or problem of practice, students benefit from writing and reviewing their problem statement before moving on to the next step.

*Sample Lesson Outline. All Completed in Groups.*

* Distribute feedback forms: give enough feedback forms for each review or write feedback questions on the board (or project questions, etc.) for students to address on their own paper
* Students hand the clean draft copy to the groupmate on their left
* Students **do not write** on their peer’s problem statement (at least not at first)
* Students read the problem statement, then answer prompts on a feedback form or on their own sheet of paper (see below for example questions)
* Students hand the feedback form or paper to the author and pass the draft to the next person in the group (the idea is to get feedback from more than one peer). Each round takes about 10-15 minutes.
* After the final round of feedback, students read their feedback and discuss with the group ways to clarify their drafts.
* If more time in class, students can mark papers for surface or APA errors

*Sample questions for feedback:*

* In your own words, *what* is the problem, *why* is it a problem, and *for whom* is it a problem?
* What possible solutions would you expect to read about in the rest of this paper?
* Does the author cite data or experts to *show* why this issue is a problem?
* Has the author used APA format correctly and consistently?
* Can you make one suggestion to improve this draft and make the problem clearer for the reader?

**Peer Review for Grammar and Style**

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| **2nd or 3rd draft** | **30-45 minutes** | * **Pairs** | * **Each student brings one hard copy of thir draft** |

This peer review works best after students have had a chance to revise their papers based on ideas and order, added additional research, and gotten their paper in near-final form.

*Sample Lesson Outline*

Students can work side-by-side in pairs, or in anonymous pairs randomly or intentionally assigned. Have students place their peer’s hard copy paper face down in front of them and let them know they will review the draft in three rounds, using specific instructions for each round.

**Round 1: Read slowly and out loud (10-15 minutes)**

Yes, this can get noisy! If possible, invite students to spread out into the hall or adjacent rooms. They can even plug their ears if this helps. Students should:

* Read the paper aloud, slowly. For any word, phrase or sentence that causes the reader to stumble or read more than once, mark a small “x” next to the problem area.
* For mistakes (grammar, spelling, etc.), simply circle the word or phrase. No need to correct yet.

**Round 2: Identify the subject and main verb**

For the second round, instructors may need to write a simple sentence on the board and make sure students can identify the subject and main verb, reminding students that each sentence has a main noun paired with a main verb. After this, students should:

* Focus only on the first paragraph, the final paragraph, and the first two sentences of all other paragraphs. This is where readers expect clear meaning.
* For each sentence in these sections, underline the sentence subject. If there are more than 6 words before the subject or if the reader cannot identify the subject, place a small “x” by the sentence. In these cases, the subject may be unclear or buried in the sentence.
* For each sentence, place two lines under the main verb. If there are more than 4 words between the subject and verb, place a small “x” by the sentence. If the writer uses “is, am, are, was, were, be, being or been” as the verb or part of the main verb, place a small “x” by the sentence. In these cases, the main action may be hidden or confusing.
* After marking all sentences, count the “x” markings from rounds one and two. Put the number at the end of the paper. The writer’s goal is to address half of these issues in a revision.

**Round 3: Edit for typos, misspellings, grammar issues**

Here students should read the paper with a specific agenda to find mistakes. IF they spot any, they should make one of two moves:

* If the student knows the mistake and how to correct it, they can do so on the paper.
* If the student suspects a mistake, but isn’t sure, they can circle it and look up more information.