



Cited from Reynolds, J. and Russell, V. (2008) Can you hear us now? A comparison of peer review quality when students give audio versus written feedback. *The WAC journal*, (19). Duke University.

Handout 1: Pre-Review Worksheet

To make the most of peer review, we would like you to help focus the reviewers' attention to your specific writing concerns. Please complete this worksheet and include it with your paper (or it could be data entered into an online database that your peer reviewers can access) that you submit for peer review. Keep in mind that these are the kinds of issues you could address in future solicitations for feedback on your writing.

1. How would you describe the assignment in your own words? (What are you trying to achieve with this paper)
2. How does this assignment fit into the larger goals for the course?
3. Who is the audience for this paper? (For instance, what can you assume your audience already knows?)
4. Have you shared a draft of this paper with anyone already? If so, who was it, and what feedback/advice did you receive?
5. What changes, if any, have you made in light of the feedback you received?
6. What are your top three concerns about this draft? Are you concerned, for example, with the main idea or claim, supporting argument (s) or evidence, organization, use of sources, the grammar, sentence structure, style, introduction, conclusion, or something else? Be as specific as possible.
7. What do you usually struggle with as a writer?
8. What else would you like your reviewers to know about your draft or yourself as a writer (such as a particular composition strength / weakness)



Brief Description: This tip sheet provides practical methods for helping students self-review their own papers before engaging in peer review. Cited from Corbett, S. *Southern Connecticut State University*

Strategies for Student Self-Review

An important aspect of peer review and response is trying to make sure students are actually doing as much as they can to *self-review* their own papers before engaging in peer review.

Carolyn Boiarsky (2003) claims that students, often knowing that their paper will undergo peer review, might be tempted to “simply submit their drafts for review without expending the time required to evaluate and then revise their own work first [...] Peer review remains an important strategy for achieving an effective written text, but safeguards need to be built into the process to ensure that students have engaged in their own reviews and revisions before submitting work to their peers or teachers for review” (53).

Some ways to insure students are self-reviewing before peer reviewing:

1. Have students read their papers and write an analysis (a paragraph or two) of their experience reading their papers. Was it easy to understand what they wrote? Why or why not? Was it an enjoyable experience? Why or why not?
2. Have students write an analytical essay of the strengths and weaknesses of their papers. This essay should have a claim involving the overall effectiveness or ineffectiveness of their paper, and supporting evidence. Students should use whatever assessment rubric you use for writing in the course, especially for key words and concepts to use in their analyses.
3. In conjunction with 1 and/ or 2 above, or as a separate activity, have students do an exercise with their papers like the following:
4. Circle the claim or purpose of the paper and write CLAIM or PURPOSE next to it.
5. Underline the topic sentence in each paragraph and write TOPIC next to it.
6. In each paragraph double-underline (or highlight) each sentence containing evidence for that paragraph’s topic sentence and write EVIDENCE next to it.



7. In each paragraph, put brackets around each sentence related to the evidence.
8. Check to see if each of the bracketed sentences is explaining how the evidence is supporting the paragraph's topic sentence; write YES EXPLANATION next to each one that does and NO EXPLANATION next to each one that doesn't (Shea, 2010).
9. Have students use your peer review rubric (**like the sample one I've included below**) to review their own papers.
10. Always have students write some form of reader's note with each draft they turn in. Questions/ requests can include: What did you like most about this draft? What did you find most difficult while writing this assignment? List some aspect(s) of this draft you would like me to pay special attention to when commenting on your paper. Anything else you need me to know?

References

Boiarsky, C. R. (2003) "Learning to Learn: Helping Students Become Independent Thinkers." *Academic Literacy in the English Classroom: Helping Underprepared and Working Class Students Succeed in College*. Ed. Carolyn R. Boiarsky. Portsmouth, NH: Boynton/Cook, 22-26.

Shea, M. (Spring 2010) "Response to Paper #2." SCSU English 343 Unpublished Assignment.



Sample Revision and Assessment Guide

Writer _____

Reviewer _____ Assignment _____ Date _____

CRITERIA <i>(Please add any additional commentary on the back of this sheet.)</i>	OUTSTANDING	STRONG	GOOD	ACCEPTABLE	UNACCEPTABLE
1. Is the text on task and written for the proper audience and in the right genre via the assignment sheet? How or how not?					
2. Is there a title ? What does it do for the text (or not do)?					
3. Is there a claim or statement of purpose or thesis ? Does it seem specific and thorough enough? Why or why not?					
4. Does the writer capture your attention in the introduction ? How? Is the purpose of the text clear from the introduction?					
5. Does the writer's text " flow ?" Do all the parts in the text seem to fit together in the best way? Are the paragraphs and ideas of this text interwoven together through quotes, analyses, and cohesive connections?					

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6. Do you know WHY each part of the text is there? If not, how can adjustments be made?					
7. What is the conclusion doing? Does it both summarize the text a bit, as well as amplify the claim or purpose of the text, stated in the introduction, a little further or more creatively?					
8. Is It INTERESTING/ and or informative?! Why or why not?					
9. Is the grammar, spelling, and APA formatting ok? Is language clear with few typos and errors?					
10. OVERALL TEXT ASSESSMENT					