Peer Review: Overview

**Context:** To optimize in-person and online conversations regarding your work, writers and readers will play unique roles in the review and revision processes.

1. You will receive a link to a OneDrive folder to which you will submit rough drafts.
2. Before each drafting period, you will be assigned a topic for peer review.
3. Write a cover letter explaining your goals and needs for the draft.
4. Submit your letter and draft by **10:00 PM** on the due date.
5. Write comments on your peers’ essays based on their topic, **before coming to class.**
6. Discuss comments, observations, and questions in class.

**Assessment:**
I will evaluate your performance based on three criteria:

- **Timeliness:** Were comments posted **before** class?
- **Completion:** Are there enough comments? Are they related to their topic?
- **Thoughtfulness:** Do the comments demonstrate higher-order thinking? Are they well-explained and respectful of the work? Can the writer use these comments meaningfully? Is it evident that the review read the essay carefully?

Peer review impacts your portfolio grade by 1/3:

- [A-] Essay + Good Peer Review = [A]
- [A-] Essay + Weak Peer Review = [B+]

**General Guidelines:**

- **Never** write directly on your peers’ essays. This is considered academic dishonesty (i.e. editing another’s work without permission OR presenting another’s words as your own) and will be reported. Use the “Comments” function in your Word processor.
- **Never** erase or edit others’ comments.
- **Do not** erase comments from your essay. For each draft, create a new document so that comments are preserved.
Peer Review: Process

Step 1 | Cover Letter: For your first draft, write a cover letter and upload it with your draft. Create a separate document labeled LastName_CoverLetter (such as, “Walls_CoverLetter”). In your cover letter, briefly explain your goals for this draft and ask your readers 2-3 Higher-Order questions about your work. Do not ask about grammar or spelling.

Step 2 | Reading & Feedback: Read the writer’s color letter, then provide feedback on each essay based on your focus-area. You are responsible for reading each essay in full but need only write comments that are relevant to your assigned topic(s). Be sure to explain your comments thoroughly and color-code them by highlighting or changing the color of the text.

Step 3 | Discussion Leadership: During class, present your observations on each essay to the group. The writer should ask follow up questions after each reader has spoken.

EXAMPLE

If assigned organization, you could write comments such as:

➢ “The order of these paragraphs doesn’t make sense. I don’t understand how they relate to each other. Try…”
➢ “Why don’t you talk about this in the beginning? That way, your reader can understand why you’re talking about [X] in the third paragraph.”
➢ “Maybe you should move this idea to your conclusion. It sounds more like a final comment than evidence.”

When you come to class, explain to the group your overall opinion on the quality of each essays’ organization and offer suggestions for improvement.
Peer Review: Topics

Rhetoric
➢ How does the writer appeal to logos?
➢ How does the writer establish their ethos?
➢ How does the writer appeal to pathos?
➢ Which appeals need more attention?
➢ Which appeals dominate the argument?
➢ Which appeals are weak or missing?

Argument
➢ Is the writer’s position/intent clear?
➢ What do you find most and least convincing in their work, and why?
➢ How does the writer refute their counterargument?
➢ How rational is their refutation?
➢ Do you notice any bias in this work? If so, where?

Organization
➢ How could the writer improve the organization of their essay?
➢ What parts of the essay are confusing to read?
➢ Why are those areas confusing?
➢ Does the work demonstrate parallel structure?

Research
➢ Does the writer properly cite their sources in the text and works cited page(s)?
➢ What makes their sources seem or not seem credible?
➢ Does the writer INTRODUCE, CITE, and EXPLAIN (ICE) each source?
➢ Does the writer present a balance of paraphrases and quotations?
➢ Does the writer synthesize their sources?
➢ Where could the writer employ more synthesis?