

Dr. Krystia Nora's Peer Review Assignment (quoted from a basic writing course, but also used, slightly altered, for advanced writing courses):

Peer Review: You will be required to post in 'D2L Discussions: Peer Review' two single spaced pages of your 'burning to share' draft in the first half of the term, and your foreword in the second half of the term. A sign-up sheet will be passed around the first week and at midterm for when you would like to present your writing.

On these drafts, you and your classmates will type in the margins (using the comment function in your word processor) at least three comments per page and conclude with an endnote (so at least a total of AT LEAST six comments PLUS the endnote). Comments may consist of a specific praise or a constructive comment worded "How would it change your meaning if you..." or "HWICYMIY..." The endnote will be structured like a short email: Dear ____, [general comments on the piece], and signed by you [it is vital you sign it]. It is important that in any comment you make you respect the personal investment and authority of the writer.

You will be *required to keep a printout of all comments you make* for a fellow student in a small file folder. This printout will be used for class discussions, and then to help you with your Peer Review self-evaluation at midterm. Put all copies of comments you make and all comments you received in a folder like so:

Comments received	Copy of comments made with self-evaluation

In the middle and end of the semester, we will have time set aside for you to review all the comments you made and received, and to ascertain what you have learned from the process of responding to fellow student papers, connecting what you've learned with the Framework for Success in Postsecondary Writing. Each submission will be graded on how well directions were followed and overall completion. You get a check for doing what was required.

Worksheet 1

Why might it help students to write the comments “HWICYMIY...?” about specific parts of fellow student texts? How is it helpful for those commenting? How is it helpful for the writer?

Why might it help students to write the comments “I liked — — — because...” about specific parts of fellow student texts? How is it helpful for those commenting? How is it helpful for the writer?

How can endnotes be helpful? How are they helpful for those commenting? How are they helpful for the writer?

Why not allow proofreading during this project?

Peer Review Portfolio Self Evaluation Example

1. Go through the peer responses that you've done throughout the project and think about how thorough you were with each response. Did you make the minimum required 3 - 4 comments per page and did you always write an end note? Why or why not? How well did you do, overall?
2. As you look through the peer responses that you wrote for others in the second half of the term, copy here the best 2 - 5 comments you wrote to others (or circle your comments on your copies in this portfolio and mark them with a B), and explain by each comment why these were your best comments.
3. Now go back through your responses that you wrote for others again and note the worst handful of comments you wrote for others (either copy them here, or put a square around them on your copies and mark them with a W); explain by each comment why these were your worst comments.
4. Whose peer responses did you find the most helpful? Why?
5. How did the peer response project help you as a writer?
6. How did the peer response project help you in the eight habits of mind writers should develop (from the Framework for Success in Postsecondary Writing):
 - Curiosity: the desire to know more about the world.
 - Openness: the willingness to consider new ways of being and thinking in the world.
 - Engagement: a sense of investment and involvement in learning.
 - Creativity: the ability to use novel approaches for generating, investigating, and representing ideas.
 - Persistence: the ability to sustain interest in and attention to short- and long-term projects.
 - Responsibility: the ability to take ownership of one's actions and understand the consequences of those actions for oneself and others.
 - Flexibility: the ability to adapt to situations, expectations, or demands.
 - Metacognition: the ability to reflect on one's own thinking as well as on the individual and cultural processes used to structure knowledge.

Worksheet 2

How does the portfolio of comments written and received benefit students?

How do you think college students respond to the questions about how this assignment aligns with the Framework for Success in Student Writing?

How could you adapt this assignment for the grade you teach?