

Peer Review

Looking at Texts from a Reader's Perspective

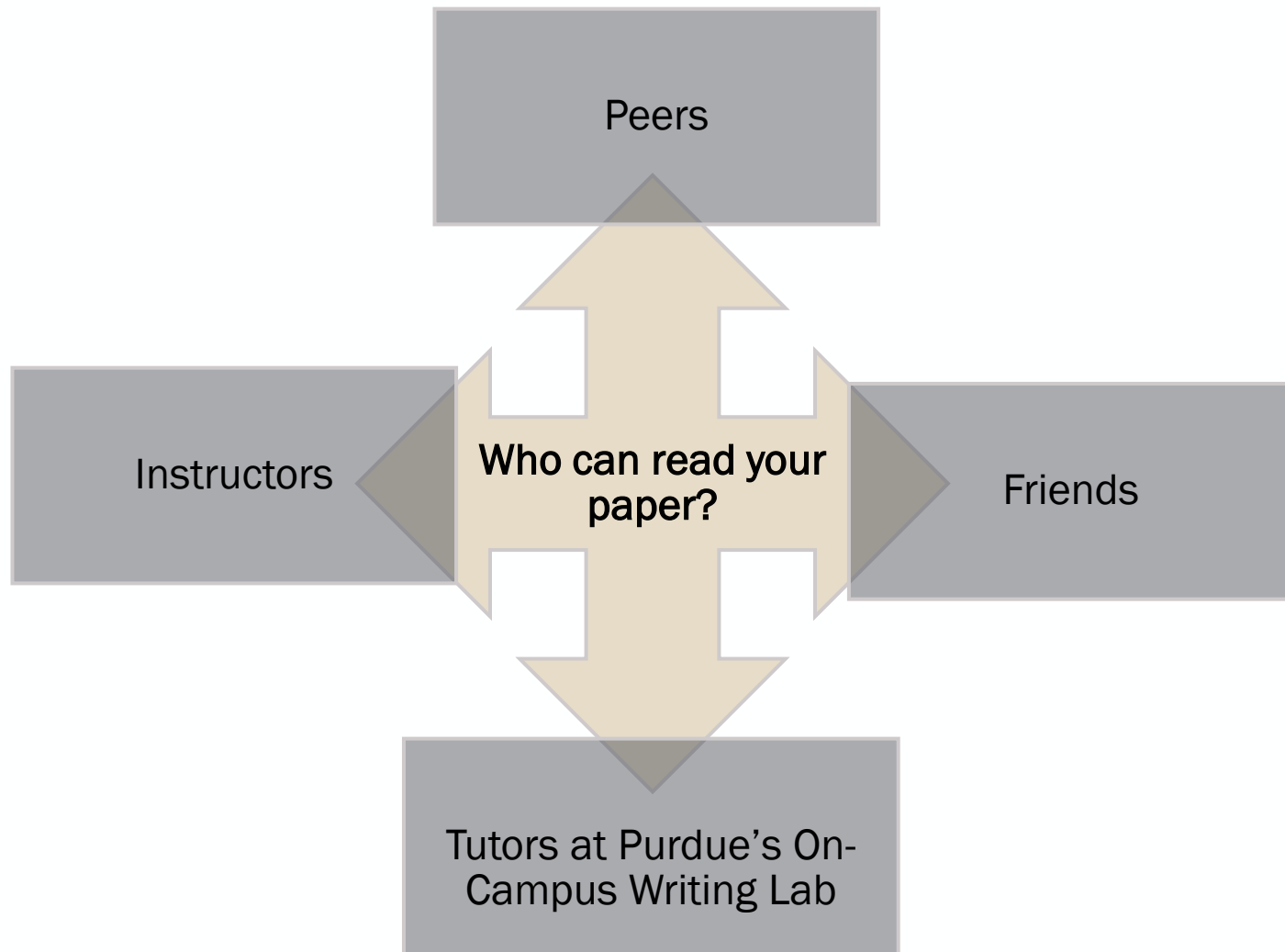
Peer Review

Seeing
someone's text
from your own
perspective

Explaining to
them how you
'see' it

Being kind, yet
honest, in the
process

Who Should do Peer Review?



Types of Peer Review

Response-Centered Workshops

1. Observations and comments focus on the writing process.
2. Peers note their personal responses to the text.
3. Writer of the text listens but does not enter conversation.

Advice-Centered Workshops

1. Observations and comments focus on the final product.
2. Peers first review and then give advice on the text.
3. Writer and reviewers then talk together.

Where Does Peer Review Work Best?

Peer review works best in a structured environment

1. Classrooms
2. Conferences
3. Writing Lab

The Writing Lab at Purdue *offers* peer review

1. 45-minute sessions
2. Assignment reviews
3. Feedback

What to Ask for Useful Feedback?

When you need overall feedback, you can ask:

1. How does it sound?
2. What do you think?
3. Does it make sense?

When you need specific feedback, you can ask about:

1. Thesis statement
2. Topic sentences
3. Organization
4. Syntax, grammar, punctuation, and spelling

The 'Why' of Peer Review

Why does Peer Review work?

1. We see our writing 'through' another person.
2. We see how other students think and write.
3. We see others' writing strengths & weaknesses.
4. We see new ideas and new ways of explaining ideas.
5. We learn to look at our own writing in a different way.

The 'How' of Peer Review

When you are confused while reading:

1. Mark an 'X' in the text where you are confused.
2. Ask the writer to explain his or her ideas.
3. Ask the writer to state his or her thesis.
4. Ask the writer to state the question the thesis answers.
5. Help the writer to brainstorm (mapping, outlining, etc.).
6. Ask the writer to fill in the blanks:

My purpose in this paper is _____

My purpose in this section is _____

The ‘So What’ of Peer Review

If you cannot see the point:

1. Ask the writer ‘So what?’ questions, for example:
 - “What does this sentence have to do with your thesis?”
 - “What does this paragraph have to do with the paper?”
2. Counter the writer’s stance or thesis.
3. Bring up other perspectives.
4. Offer more examples and details to the writer.

The Allyn & Bacon Guide

Response-Centered Workshops:

1. Ask students to bring in 4 copies of their papers.
2. Divide the class into groups of three or four.
3. Ask one student to read a paper aloud.
4. Students then make notes on their copies, making note of where they understand, are confused, think the writer makes a good point, feel they need more information, etc.
5. Each group member orally explains his/her notes.
6. Each writer member listens without making comments.

(The information above is taken from *The Allyn & Bacon Guide to Writing*)

Thank You

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