

[Note: the following is a basic template for face-to-face peer review to be used after students have already read and responded to their peers' drafts. You may choose to insert specific questions about their peers' work, in addition to the responses they have already brought to class. However, I have found that when PR is too structured, with too many questions and too rigid a protocol, students tend to speed through it, disregard it, or get bogged down.]

Face-to-Face Peer Review Directions

Remember, as Straub suggests (see "Introducing Peer Review," this is *peer* review, not instructor assessment. Your role, as *peer*, is to offer what you notice as a reader. Remember the following ground-rules for peer review. Remember that these "Do's" and "Don'ts" are easier said than done!

Do

- Prioritize ideas & organization
- Temper & hedge comments: "I'm not sure about this . . . Maybe you could..?"
- Offer praise and questions: "This is really interesting. I wonder how it?"
- Offer specific but POLITE suggestions: "For me, the most compelling data here is XWY. I think you could lead with it rather than have it last."
- Try to slow down to make time for your peers to think and speak
- Spend equal time per writer

Don't

- Correct grammar/spelling
- Make commands: "Fix this sentence."
- Judge without explaining: "This order is wrong. Put the data first." "Awk"
- Interrupt your peers
- Argue or defend: "Well, I do explain this later" (instead of arguing, ask questions: "Can you tell me more about why you think that?")
- Speed through. Fast is not better. Fast means you're not doing it right.

Time: 10-15 minutes per writer in groups of three.

1. Group members spend five minutes collecting their thoughts and jotting down what they want to say.
2. Writers talk for a couple minutes about the draft. They can restate their questions or comment on how they are feeling currently about the paper.
3. Reviewer 1 presents their major points of feedback, **beginning with specific praise.**
4. Reviewer 2 (then 3) responds to that feedback and presents their own feedback.

5. The group has a conversation about the draft.
6. The writer takes notes and can pose questions about their peers' feedback.

After 10-15 minutes, switch to another writer and repeat.

[Reiterate the following:

1. Writers should be taking notes during their review. (You can even ask them to put these notes into the bottom of their draft so that you see them if you wish)
2. I will not be joining your discussions, but I may interrupt to make sure the groups are splitting up their time effectively.
3. If you finish early, reread the assignment guidelines and note down or pose any questions.
4. There may be a little time at the end for students to sketch out revision plans.
5. If you come to me with a question during their review session, I will turn it back to you and wait (and wait) for you to answer it. (Be extremely hesitant to answer it. You may also say that students can write down the question and if they cannot find an answer somewhere in the reading or in the course materials, they can bring it to office hours.)]