

Peer Review Workshop Op-Eds

(5 min) Introductions and support we offer at the Shapiro Center

(5 min) Feedback IRL - where do we receive feedback, in what forms, and under what conditions (“likes”, twitter, what to wear for a night out, etc.)

(5 min) Reflect on Peer Review experiences - how does in-class peer review, or peer review as part of a course, relate to our everyday practices of providing feedback or review or critique (discussion based/student generated w. Accompanying powerpoint)

(5 min) Purpose of Peer Review - why do instructors encourage peer review, pedagogical background on peer review (brief lecture)

→ better reader, better writer

→ experience of having a ‘real’ audience

→ getting feedback that can guide your choices as writers (makes writing feel like a choice)

→ response-center review, advice-centered review

→ describe a reaction to the piece (you can receive contradictory reactions)

Doing Peer Review - (1) specific goals and questions to guide the reading; a method (2) time to do thorough readings (3) reflect on feedback - as a writer to make choices

(40 min) Pick two of the three tasks to complete

(1) Reader response (providing insight into a reader’s experience of reading, reaction based)

(a) **Providing feedback as an audience member:** Look at the title of the piece *only*. Based on this, write a short paragraph (a few sentences) about your take on the topic. What are you expecting? What do you already know about this topic? How do you feel about the topic at hand and how do those beliefs shape your everyday life? Read the essay. Feel free to take notes while you read. This can mean underlining important points or drawing a heart next to a phrase you particularly enjoyed or putting a question mark next to a point that was confusing. When you finish write a short paragraph (few sentences) about your take on the topic. Note how the article influenced your thinking. If there were particular points or sentences that were central to this influence, cite them in your response.

(2) Content, structure, and genre markers

(a) **Providing feedback as an editor:** Read through the op-ed paying particular attention to purpose and structure. As you read circle points you find exceptionally compelling and persuasive; underline points you think need more work; bracket points you flat out disagree with.

(i) Reverse Outline: Content (What) and Purpose (Why)

(ii) Based on your reverse outline, identify where in the op-ed the author:

- 1) makes their point clear (this might happen in a number of places). Let the writer know if this was an effective use of space? Should the point be made sooner? Be repeated throughout? Make an appearance, in new garb, at the end?
- 2) Uses evidence to back up their point/perspective. Let the writer know if the evidence occurs at the right moment. Should it be closer to the argument? Should it be woven throughout the entire piece? Should it provide a provocative closing perspective?
- 3) Clarifies the importance of getting on board with their perspective known (either directly or indirectly)

(b) Expanding and developing content

- (i) Pick two passages from the op-ed that you found interesting or insightful. Ask questions or provide additional sources that can expand or deepen the author's purpose.
- (ii) Pick two passages from the op-ed that you found less persuasive. Provide additional sources, perspectives, or simply explanation of why you were not persuaded to help the writer bolster their writing.

(3) Style

- (a) Now that the writer has developed their thoughts, it's time to address how they communicate those ideas. As an editor, it is time to think as a rhetorician. That is to say, it's time to turn to the sentence to see how phrases, word choice, tone, and style influence the effectiveness of the piece as a whole.
 - (i) As you read the op-ed please highlight:
 - 1) Sentences that made you trust the author in **yellow**. Perhaps these 'sounded smart' or illustrated expertise or were phrased in a way that got you on board
 - 2) Vocabulary that felt alienating to you as a reader (perhaps you don't know its meaning or the choice of word makes it seem like this writing is not for you) **in blue**
 - 3) Visuals or imagery that helped you understand the concept and argument of the piece **in pink**
 - 4) Anecdotes or personal stories that connected you to the topic and perspective seen in text **in green**
 - 5) Something else **in orange**

(20 min) Share peer review

- (1) **(10 min)** Now that you have read the op-ed, imagine you are the editor of this piece. Given this set of feedback, what would you tell the writer? Write one paragraph that is detailed, concise, specific, and supportive.

(2) **(5 min) In pairs** share paragraphs. What did you notice when you shared? Were the paragraphs similar? Different? Did your partner phrase an insight you shared in a way you found more effective? What made it more effective?

(3) **(5 min)** Discuss peer review 'results' as a class

(5 min) Reflect on peer review - Individual writing with prompt? (What did you struggle with when doing peer review? What came easily to you? What did you learn? What is the one thing you will leave this class with?)

(5 min) Takeaway of peer review - go around the room and everyone share their takeaway