

## Peer Review Planning

Note: When reviewing student papers, it is easy to fall into the practice of reading the paper sentence by sentence and pointing out errors as they are encountered. The usual result is an overwhelming, disheartening, and contradictory morass of corrections and notations, with no clear plan for improvement. The following grid is designed to help you plan a more balanced, focused response.

<b><i>Problems (and Strengths)</i></b>	<b><i>Interventions (What do you plan to do or say?)</i></b>
<p><b><i>Global: Ideas and Organization</i></b></p> <ul style="list-style-type: none"> <li>• What is the main idea or purpose?</li> <li>• Does the writer demonstrate mastery or familiarity with the material?</li> <li>• Are the arguments and information appropriate for the intended audience?</li> <li>• Are the format and organization appropriate for the genre and discipline?</li> </ul>	<p>Note: Student writers often have a problem with what Aristotle called “<i>ethos</i>,” the role of the writer in the situation.</p>
<p><b><i>Syntax/Style: (The flow of the sentences)</i></b></p> <ul style="list-style-type: none"> <li>• Is the text "readable," i.e. easy to process?</li> <li>• Are the reader's expectations fulfilled?</li> <li>• Are word choices appropriate to the genre, purpose, and discipline?</li> <li>• Are any sentences awkward, unclear, or incomprehensible?</li> </ul>	<p>Note: It is helpful to pick out particular sentences that are especially unclear or awkward and work with the student to clarify the meaning.</p>
<p><b><i>Grammatical Systems:</i></b></p> <ul style="list-style-type: none"> <li>• Are there consistent problems with particular grammatical forms?</li> <li>• Can "consciousness raising" facilitate acquisition of these forms?</li> <li>• What would you put on a "proofreading checklist?"</li> </ul>	<p>Note: You don't need to provide a grammatical or linguistic explanation. Simply pointing out non-standard forms will increase the learner's awareness, and facilitate language acquisition.</p>