

Peer Review: Thinking Like a Reader

Sample Lesson Plan for Teaching with *The Craft of Research*

This activity asks students to respond to each other's drafts, first by reading and commenting through Canvas and then by interacting in person during a class session. Peer review can be helpful simply as an in-class activity, but in this variation, giving students access to their partners' drafts in advance allows them to prepare and, ideally, to offer more substantial feedback.

Objective

To have students reflect on choices they have made in focusing, organizing, and developing their initial research project drafts. As the authors of *The Craft of Research* suggest, providing students with peer feedback encourages them to "think like a reader" or to consider how their writing might be understood by others.

Instructor Preparation

To give students access to each other's drafts in advance, you will need to set up an assignment for the peer review draft in Canvas and select "Require Peer Reviews" under the options for editing the assignment. This will allow you to assign students to peer review groups manually or by random selection. Once peer review groups have been established, students will be able to access and comment on their partners' drafts through Canvas. Visit this page for full instructions on setting up peer review: <https://community.canvaslms.com/docs/DOC-2663>.

Typically, groups with two to four students each work well for peer review. If the drafts being reviewed are longer (4-5 pages or more), you may want students to work in pairs. If the drafts are shorter, then groups with three or four students each are ideal.

Student Preparation

Reading: *The Craft of Research* Chapter 13: Organizing Your Argument (pp. 189-199). This chapter provides helpful questions for revision that can be part of the in-class peer review discussion.

Canvas: Have students submit their peer review drafts through the Canvas assignment page at least 48 hours before the in-class peer review discussion. This will give students time to read and respond to their partners' drafts online in preparation for the session.

Activity Directions

Part 1: Response through Canvas. See the sample peer review assignment below for ideas about how you might organize the initial peer interaction through Canvas. One option is to put the focus on the writer by having students include with their draft a paragraph that describes their current progress and identifies questions they would like their peer review partners to address.

Part 2: In-class interaction. For the class session, group members can discuss their initial reactions to each draft and review the feedback they have left for the writer. To provide further structure for this discussion, you can also have students respond to questions like those listed on pages 192-194 of *The Craft of Research*.

Peer Review Assignment Model: One Approach Using Canvas

Final Research Project: Peer Review

For this activity, you will be working in groups to respond to each other's initial drafts of the final research project. Here are instructions for how you should prepare in advance:

As a writer:

Post a draft of your final research project to Canvas under the assignment "Final Research Project: Peer Review Draft" by _____.

At the top of your draft, include a paragraph addressed to your peer review group, with responses to the following questions: 1) What do you feel is best about your current draft?, 2) What do you have left to do at this point?, and 3) What questions do you have that your peer review partners might be able to help you with?

As a reader:

By _____, visit the assignment page on Canvas. In the right hand corner of the page, you should see a "Peer Review" option with links to the drafts of your peer review partners.

Take time before class on _____ to read your partners' drafts. Please post at least one substantial response to the draft in the "Comments" column to the right of the draft. In your comment, you might respond to the author's note at the top of the draft. Otherwise, you should identify what you consider to be the most interesting or effective part of the draft, and you should note at least one thing that you think the writer should work on from here to improve the draft. If you prefer, you may also use the comment toolbox, located at the top of the screen, to insert specific comments or feedback within the draft.

Please be sure to bring a laptop or tablet to class with you on _____ to access your partners' drafts.

Revised drafts of the assignment should be uploaded to Canvas by _____.