SAN FRANCISCO STATE UNIVERSITY

PEER RESPONSE WORKSHOP
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<tr>
<th>JUDGMENT METHOD</th>
<th>IDENTIFICATION METHOD</th>
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<td>Was the thesis clear and concise?</td>
<td>Identify the thesis within the paper by underlining it, and restate it in your own words.</td>
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IN-CLASS PEER RESPONSE WORKSHOP TIMELINE

- Introduction to CARP (~3 mins)
- Discussion to Clarify Goals and Intended Outcomes of Peer Response (~7 mins)
- Initiate Peer Response Workshop by Breaking into Groups (~30 mins)
- CARP facilitators introduce ideas for making use of feedback (~17 mins)
- Conclusion (~3 mins)
What is Peer Response?

Peer response is a process in which writers share their writing with their classmates, colleagues or other trusted peers. In this exchange, writers should open themselves to comments and constructive criticism from peers.
Why is Peer Response helpful?

- The process of peer response offers writers many benefits:
  - It gives writers additional opportunities for improving their work before it is finalized.
  - Responding to another paper helps clarify the goals of the assignment and the parts of a well-written paper.
  - Writing for peer response provides an opportunity to write for an audience broader than a professor.
  - Peer response builds spoken and written communication skills.
  - Peer response can improve confidence in one’s writing.
How should I respond to my peers’ writing?

- Remember to `respond to the writing, not the writer`.
- Try reading through the paper briefly once. Then read the Peer Response Worksheets and begin answering as you read through the paper more carefully.
- **Avoid paying too much attention to local issues** (grammar, spelling, punctuation, formatting, etc.). Instead, focus on global issues (clarity, relations between ideas, support for claims, transitions, etc.).
- If something is unclear, ask questions by writing in the margins. For example, you might ask “what do you mean when you write _____,” or “I think you are saying ________ in this part, is that correct?”
If you read something interesting or especially like a passage, make a note of it.

If you think additional explanation belongs somewhere, explain where it belongs.

If you are having a difficult time responding, remember that it is okay to just report what you understand the writer to be saying (summarize what you have read).

For additional direction, please speak with a CARP facilitator or your professor.

Imagine that you are the author of the paper you are reading. What would you want to hear so that you could improve your paper or know that you have achieved what you wanted to?
Read the excerpt and take notes about any areas that need improvement

• Identify the thesis or main idea of the paper by underlining it. In your own words, restate the thesis or main idea of the paper.

• Identify the main points of the paper in each paragraph by underlining them. Rewrite the main points in your own words in order of presentation.

• Circle the transitions between each main point. If the transitions are not clear, make suggestions for improving the transitions.
CAMPUS ACADEMIC RESOURCE PROGRAM

PEER RESPONSE WORKSHEETS

- General analytical and argumentative
- History 300
- Business 300
- Hospitality and Tourism Management 531
FACILITATOR FOLLOW-UP QUESTIONS

- Identify the main points of the paper in each paragraph by underlining them. Rewrite the main points in your own words in order of presentation.
  - Now that you have an outline of your paper’s main points, was the organization of the paper what you intended?

- Identify the most engaging section of the paper. Explain to the author why this section was most effective.
  - What made this section of the paper stand out?
FACILITATOR FOLLOW-UP QUESTIONS

• Highlight or underline any sections that you had to read more than once to understand what the author was trying to say. Provide the author with one suggestion for making each of those sections more effective.
  – What was highlighted in your papers?
  – Is the response you received what you intended to say? **If not, how could you rephrase that section?**
FACILITATOR FOLLOW-UP QUESTIONS

• List two questions you have after reading the paper. If you do not have unanswered questions, identify two phrases or paragraphs that were the most interesting. Explain to the author why that material was the most interesting.
  – Were you surprised by what your reader questioned? Can you find the answer to those questions in your paper? If so, identify those sections and review them with your responder. (the responder may have suggestions for making those sections more clear)
TESTIMONIALS

- “The paper handout with questions was helpful when reviewing my classmate’s paper. It was a good resource to have.” – History 300 student

- “It was most helpful having a set of questions and things to look for while reading, having the presenter look over and guide our peer review sessions, and having questions that made me think critically about my peer’s writing.” – Hospitality and Tourism Management 531 student

- “The presenter was great. The most helpful part was that she was always positive and supportive, and when it came to making improvements, she never once criticized our work. She created an open and positive environment where we could feel free to express our opinions.” – Hospitality and Tourism Management 531 student


