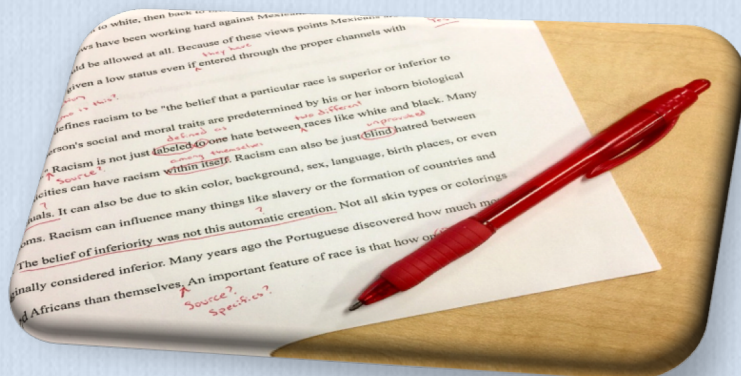


Peer-Editing: Writing as interactive-social exercise



WHY peer-edit...?

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Peer editing helps you to...

Manage your time: essays are pre-circulated by a set deadline prior to all peer-editing sessions. If you don't have a paper to pre-circulate, you can't participate in the fun!

Develop strategies for constructive critiques of essays: in the peer-editing process, students must generate both positive and constructive comments about their peers' works. With practice, you become quite skilled at pointing out points of interest in your own and others' works!

Put into practice principles of Academic Integrity: share your knowledge and responsible citation, paraphrasing, and summary practices with your peers!

Refine your skills and gain confidence in your writing: the continuous practice of reading and editing others' works also has positive effects in the improvement of your own skills through writing and re-writing (there is no final draft!), so this translates into more confidence for all!

Discover your creative side: students who have participated in peer-editing practices have proven to be more creative and experimental with their own thought processes and writing styles and content, so they tend to learn and evolve as writers at a faster pace.

Socialize through writing: peer-editing breaks with misconceptions of writing as a solitary process and instead presents writing as an interactive social-exercise in which one discusses with other "experts in the essay topic" (i.e. peers of the same classroom) and of more or less the same intellectual level about writing, ideas, styles, grammar, and more!

Receive varied objective feedback: through peer-editing, students receive constructive feedback on their writing from a minimum of two external evaluators, which helps writers to anticipate potential contributions and/or misconceptions created through writing. The "final draft" of essays as well also demonstrates students' capacity to take into account (or discard) evaluators' comments.

WHAT is peer-editing?

Peer-editing is an interactive process through which peers (i.e. students) **read** and **respond to** each other's writing, typically in an instructor guided classroom environment or a tutor-facilitated one, as is witnessed in Writing or Learning Centres.

HOW should I approach peer-editing?

KNOW YOUR PURPOSE:

Each peer-editing session should be guided by a clear focus. Sometimes this focus is established by the writer him/herself and sometimes it is established by the instructor of the course or student peer-reviewers. The focus (or foci) will provide a clear guide for peer-editors of papers and will also provide the writer with a road map for preparing for and integrating feedback from the session into future drafts of the work.

READ-ALOUD

Peer-editors request that writers read their own work aloud during the sessions. This helps them to “catch” their own errors as well as draws attention to organization and content control.

FOCUS ON GLOBAL CONCERNS FIRST, THEN LOCAL ONES

Focus on content and organizational concerns (global concerns) first as opposed to grammar and syntax-related ones (“local”).

USE “FACILITATIVE” TECHNIQUES

- Begin by asking the writer what he/she thought of the paper;
- Always begin with positive reinforcement –point out what the student has done well;
- When offering constructive criticism, focus on the paper, not the individual (i.e. not “you didn't state clearly enough...”)
- Ask questions (i.e. What is your thesis statement?)
- Ask students to write one phrase or sentence to summarize the main idea(s) of each paragraph;

Points to keep in mind for peer-review of essays

- **Title and Introduction** (what is its purpose? Is it clear? Does it serve as a map for the essay?)

- **Thesis** (Is it expressed clearly? Does it “hit you over the head”?)

[Different instructors have different views of the role of the thesis and where it should go, so all student work will be accompanied with faculty instructions.]

- **Supporting paragraphs** (do they support the central points of the essay?)

- **Transitions** (Are there transitions between the paragraphs?)

- **Conclusions** (Is there a conclusion? Does it briefly summarize main points discussed in the essay?)

- Does the writer **follow the instructions** given by the instructor?

- **Grammar** (Use the key and comment only on major points of concern).

Academic Integrity (Does the essay take into account [UBC’s academic integrity](#) practice and guidelines?)

General Guidelines for giving peer-feedback

Structure and Form

Organization, Content and Coherence

Citation and Examples

Grammar, Vocabulary, and Presentation