

LESSON PLAN

CLASS: English 147

LESSON: Peer Editing

EQUIPMENT: Classroom arranged in "pods"; timer/clock

OBJECTIVES:

- Instruct students on how to critically evaluate their peers work
- Emphasize the importance of the revising/editing process

TIME	LESSON CONTENT	LESSON APPLICATION
9:30-9:35	<p>Introductory Activities:</p> <ul style="list-style-type: none"> • Pass around attendance sheet • Ask about questions if there are any questions from lecture 	
9:35-9:40	<p>Topic One: Explain peer editing workshop</p> <ul style="list-style-type: none"> • Focus on critical commentary rather than copyediting • It is important to be honest about the weak aspects of your classmates' work. However, this critique must be developed and portrayed in a respectful and helpful manner • Importance of TA as a resource (will circulate but also feel free to ask for opinion) • Key Idea: goal of this tutorial is each student will walk away from the session with three reviews of their work on consolidated on a single handout 	<p><u>Stages of the workshop:</u></p> <ol style="list-style-type: none"> 1. Rapid review 2. Oral critiques 3. Group discussion
9:35-9:50	<p>Topic Two: Rapid review</p> <ul style="list-style-type: none"> • Divide students into groups of 4 • Each student writes their name at the top of their handout and attaches their draft paragraph to the sheet • This sheet is circulated clockwise around the group, across three 5-minute sessions, to result in three individual review 	<p><u>Rapid review questions:</u></p> <ol style="list-style-type: none"> 1. Does this introduction present a clear thesis/argument? If so, what is it? If not, what is missing? 2. Does this thesis use clear, concise language? If not, what could be improved? 3. Can you identify the texts and authors being discussed in this essay? If so, what/who are they? Can you identify the type of evidence? If so, what is this evidence? 4. Can you identify the "so what" (applications/implications) of the writer's argument? If so, what is it? 5. What is the most important thing the writer should do to strengthen this paragraph?
9:50-10:10	<p>Topic Three: Oral critiques and group discussion</p> <ul style="list-style-type: none"> • Each student must now read their paragraph aloud • After doing so, the other members should explain so of the constructive criticism they documented on the handout and spark a dialogue between the writer and the three reviewers • Each writer will have a 5 minute session for their paragraph to be discussed and critiqued 	<p><u>Oral critiques and group discussion topics:</u></p> <ul style="list-style-type: none"> • Use the handout to direct discussion • If the handout questions are exhausted within the 5 minutes, consider: <ul style="list-style-type: none"> ○ Evidence for the writer's claims ○ Possible counter arguments
10:10-10:20	<p>Topic Four: Class debrief</p> <ul style="list-style-type: none"> • What happened in your group? • What did you learn about your own draft/writing? • What direction did you give someone or did someone give you? 	
10:20	<p>Summarizing Remarks:</p> <ul style="list-style-type: none"> • Focus on integrating these suggestions -- start with question #5 	