

STATISTICS IN THE REAL WORLD: ESSAY 1 - PEER REVIEW IN CLASS
Adapted from *Engaging Ideas* by John C. Bean¹
Jo Hardin Fall 2018

General principles.

Use impersonal language when talking about the text. Refer to “the text” rather than to the author. Use personal language when talking about how the text landed on you as reader. (“When I read paragraph 2, understood it in this way.” “The argument confused me.”)

Process.

(should take 15-20 minutes)

Step A. Writer: Read out loud the first and last paragraphs of your essay.

Step B. One reader: summarize the plot of the fictional work, as you understand it from the essay.

The other reader: summarize the lens text and how it applies to the essay.

Both readers: Share what you wrote wrote in sections 3, 4, 5, 6 of the peer review form.

Writer: Listen and do not respond. There is nothing to defend. Your purpose here is to gather information about how the essay landed on your two readers.

Step C. Writer: Tell your readers what you would like to get out of the peer review session. Explain the primary intention behind your essay. Explain how closely the essay draft fulfills that intention. Describe any gaps and other places where you would like help.

Step D. Readers: Share what you wrote in section 7, 8 of the peer review form.

Writer: Listen and do not respond. There is nothing to defend. Your purpose here is to gather information about how the essay landed on your two readers.

Step E. Writer and readers: Have a conversation about the essay. The purpose of this conversation is to help the writer find what they need for the next draft. This may be a place to discuss the subject matter more broadly. Talk about how the essay is structured.

Readers: Ask questions. Offer suggestions if asked.

Writers: Ask questions. Ask for suggestions.

Step F. Readers: Thank the writer for sharing their work. Give them the form and the marked essay.

Writers: Thank the readers for their attention.

¹with thanks to Vin De Silva for the suggestions herein