

## Follow-up Strategies for Peer Review:

**In-class activity:** As a class starter, following an out-of-class PeerMark assignment, ask students to write down the BEST piece of advice they got from a peer and then to briefly describe how they plan to use that advice in revising their paper. This kind of quick assignment could serve both as a quick daily assignment to prevent tardies and also as a springboard into a class discussion of revision.

**In-class activity:** Following an out-of-class PeerMark assignment, students will come to class with an “Essay Troubleshooting” handout they’ve made. Based on the two or three student essays they’ve read, and perhaps after also completing a self-review of their own essays, students will decide the top two or three major content/development issues they saw across their readings—major essay issues they see the class in general may need to work on. They can get in groups to discuss their findings, and present to the class their top two issues, which they can write on the board and then review as a class, coming up with strategies for fixing these issues within their essays.

**In-class activity:** Following an out-of-class PeerMark assignment (or in-class peer review from last class), students come to class with a single sentence from one of the drafts they read that is confusing, that is stylistically or grammatically incorrect, that is awkward or passive or just difficult to read. The teacher might arrange groups into TYPES of sentence problems. Together they work on the one or two sentences they find most problematic as a group and come up to the board and write the problematic sentence, perhaps letting the rest of the class tease out the sentence problems. Then, the group teaches the class how they solved the sentence issue, and the whole group can come to a consensus as to exactly how the revised sentence is more effective. As a result of this exercise the class can decide as a whole what types of sentence issues (especially regarding style and grammar) need to be addressed and worked on further in (and out) of class. A follow-up to this assignment could be for each student to identify and work on problem sentences in their current drafts.