

Detailed Peer Review

Palloff and Pratt state that instructors should provide opportunities for their students to provide feedback to one another (176). They mention, however, that this is not a naturally acquired action, so the instructor must model the feedback as has been done with the discussion board postings. Therefore, student reviewers will be required to post a letter to each writer in his or her group, providing comments and feedback based on the essay. This exchange will take place in a designated area on the discussion board. The instructors will be instructed to use adapted versions of the important phases of constructive feedback to give the students guidance in providing constructive feedback. The peer review guidelines to be given to the students are as follows:

1. Read the essay at least twice to gain an understanding of what your peer is trying to say.
2. On the third reading of the essay, use the GRCIT to score your peers' essays based on the criteria on the scoring guide.
3. Write your peer a letter providing insight as to the areas where the writer met the criteria in that category of the scoring guide. Also, note areas in which the writer did not provide the information required in that category. Provide suggestions of areas of the essay in which your peer might want to focus to assure that he or she provides the information required in that category. Share areas in which you feel that you need to know more about the problem or issue, and ask your peer to share more in this area.
4. Put the letter aside and then read the essay again, scoring it once more based on the GRCIT. See if you have any new insights or understandings after articulating your findings. If so, write those in the letter and adjust your comments as needed. If not, post your letter to the discussion board with that peer's essay.