



Teaching and Learning Center
UNIVERSITY OF WASHINGTON TACOMA

GROUPWORK—PEER REVIEW: Common Points for Discussion

Major Points for Peer Reviewers: (see Hacker, 6th, p. 21)

- Focus on global issues, such as content, logic, and style (see Hacker, 6th, p. 18).
- Focus on the writer's needs and questions.
- Resist the temptation to edit and correct—it is not your paper.
- Analyze (critique), not criticize.

Major Points for Writers: (see Hacker, 6th, p. 21)

- Come with questions to ask.
- Listen and take notes.
- Try not to be defensive.

Questions Writers Could Ask:

- ***I need help with a title—all I have is “Assignment 1.”***
 - This question is about foreshadowing the content and grabbing the audience. Look in the author's conclusion for pithy phrases (see sample headings, Hacker, 6th, p. 41).
- ***I am wondering if I follow through on my thesis; I feel like I sort of veered off track towards the end of the body of the paper. Please help me..***
 - This question is about focus and organization. It is also about making discoveries as a writer—learning and developing one's own ideas by writing. Help the author with revising the thesis statement and with making clear transitions (see Hacker, 6th, pp. 14-17, 25, 70).
- ***I am wondering if my paper “flows.”***
 - This question is about transitions and missing information. Help the writer with a summary test. Take the thesis statement and first and last sentence of each body paragraph and the first sentence of the conclusion. All together, they should make a tight summary of the paper. Missing sentences will become obvious (see Hacker, 6th, pp. 31+, 34).
- ***How can I make my paper sound more “scholarly”—more like a college paper.***
 - This question is about the writer developing his/her own writing voice while still meeting the demands of the academy. Identify sentences where the writer sound like college and like him/herself, that is a human being with a

personality is evident. Then identify sentences which sound everyday—like talking to friends—for the writer to revise. Make suggestions of verbiage or tools for finding vocabulary (see Hacker, 6th, pp. 34, 67, 86, 143-160).

- ***How can I end my paper? I feel like I just kind of stop.***
 - This question is about truly having come to the end of the point and purpose of the paper. Verbalize the purpose of the paper as you see it. Verbalize what you learned from the writing. This will help the author to create a frame with the introduction, to answer the “so what?” at the end, to sum up the paper and give the reader a way to think about or use the information (see Hacker, 6th, p. 17).

- ***My first and third subtopics of my thesis are a lot longer than the middle paragraph. Should I cut content or add content? Can you give me some ideas?***
 - This question is about balance. Help the writer to make a formula as to the function of each sentence in the longer paragraphs, which he/she can then use to expand the shorter paragraph (see Hacker, 6th, p. 36).

- ***I want to know whether I support my ideas enough in my paper.***
 - This question is about idea development. Find a paragraph in the paper where the example is explicit, explained, connected to the topic sentence, and connected to the thesis. Use this paragraph to guide the author in making ideas and support complete (see Hacker, 6th, pp. 25+).