

Getting ourselves in order!

Week 15

5 THINGS LEFT IN THIS CLASS:

1. Our regular meeting today: you're good for this one!!
2. Partial Podcast Script—due today, May 14, 5pm
3. Peer commenting—due Monday, May 17, 5pm
 - this is quick, explanations in these slides, also on Moodle
4. Peer Presentation during finals week—plus a few final thoughts—Thursday, May 20, 12:20–2:30 pm
5. Final Podcast Version—due May 21, 5:00pm
 - reminder: guidelines about length etc are up in the assignment folder on Moodle

PEER COMMENTING

SOME CONCEPTS AND GUIDELINES

Comments on Your Work—Giving It

- Giving feedback is hard—goal is to be honest and helpful
- It can be quite time-consuming
- Sometimes (depending on the relationship), it's helpful to ask the reader what they want from you—do they want a general sense of whether the work and organization makes sense? Or a close reading with a lot of editing? Only a skim for typos?
Asking these questions can avoid problems...

- **The first time you read through something, try to hold off on writing comments.** Instead, take the time to read the doc in its entirety. If you need to take some notes, do so on another piece of paper. This strategy will prevent you from making over-hasty judgments, such as faulting someone for omitting evidence that actually appears later in the paper.
- **Respond as a reader, not as a writer. Do not tell someone how YOU would write the paper.** Instead, tell them how you are responding to each part of the paper as you read it, pointing out gaps in logic or support and noting confusing language where it occurs. For example, if a sentence jumps abruptly to a new topic, do not rewrite the sentence to provide a clear transition or tell your partner how to rewrite it.

Comments on Your Work—Giving It/Peer Editing

Here are some examples of specific comments:

Rather than “vague”

- “Which source are you referring to here?”
- “I don’t understand your use of the underlined phrase. Can you rewrite this sentence?”
- “Can you provide specific details to show what you mean here?”

Instead of “confusing,” “what?” or “???”

- “I lost the thread of your argument. Why is this information important? How is it related to your argument?”
- “You imply that this point supports your argument, but it actually contradicts your point in paragraph 3.”

Rather than “good”

- “This excellent example moves your argument forward.”
- “Wonderful transition that helped clarify the connection between the two studies you are summarizing.”
- “A nice metaphor that helped me understand your argument about this historical reception.”

When you are confused while reading:

- Mark an ‘X’ in the text where you are confused
- Ask the writer to explain his or her ideas
- Ask the writer to state his or her thesis
- Ask the writer to state the question the thesis answers
- Help the writer to brainstorm (mapping, outlining, etc.)
- Ask the writer to fill in the blanks:
- My purpose in this paper is _____
- My purpose in this section is _____

Comments on Your Work—Giving It/Peer Editing

Be specific. Comments in the margin such as “vague,” “confusing,” and “good” do not help students improve their writing. In fact, many people find these comments “vague” and “confusing”—and sometimes abrupt or harsh. Taking a little more time to write longer, and perhaps fewer, comments will help you identify exactly what someone has done well or poorly. Information about both is crucial for helping someone improve their writing.

If you cannot see the point of a section or comment (but remember to be positive in asking questions, not negative):

Ask the writer ‘So what?’ questions (this often helps a writer be more specific)

For example:

- What does this sentence have to do with your thesis?
- What does this paragraph have to do with the paper?

How to write final comments:

Begin by making positive comments; when pointing out weaknesses, use a descriptive tone, rather than one that conveys disappointment or frustration.

Limit your comments; do not try to cover everything. Focus on the 3-4 most important aspects of the paper. Provide a brief summary of 1) what you understood from the paper and 2) any difficulties you encountered.

Distinguish “higher-order” from “lower-order” issues. Typically, “higher-order” concerns include such aspects as the thesis and major supporting points, while “lower-order” concerns are grammatical or mechanical aspects of the writing.

PEER COMMENTING PARTNERS

1. Tessa and Dylan
2. Chris and Emma
3. Ben L and Kayla
4. Lauren and Naomi
5. Ben J and Olivia Capozzi
6. Jazmin and Ron
7. Colin—send yours to Tyler; Tyler send yours to Olivia Coyne; Olivia send yours to Tyler

Peer Commentary Instructions:

- 1) Now that you're done with your partial podcast, please email that document to your peer partner (by today)
- 2) By Monday, May 17, 5:00 pm, please send your peer partner some feedback. If you can't make this deadline, let me know
- 3) What kind of feedback? Having read through their work, please send your partner a paragraph (this would be at least three nice big sentences) of constructive feedback via email. Remember that feedback could include things you think they're doing well with their project, things they might consider adding or expanding, or things that you think they might want to reconsider or rework.
- 4) Please copy me on both emails (both the "I sent you this" and here's your feedback)

PRESENTATIONS

SOME THOUGHTS AND GUIDELINES

FINAL MEETING: THU MAY 20, 12:30–2:30PM

- 1) We are meeting online/synchronously during our final exam time (technically it's required by the college anyway) to do some informal presentations of our final projects and some wrapup details about our class in general.
- 2) Sorry again that I can't provide cookies and coffee, but it is **STRONGLY** encouraged for you to consume something yummy in your own space during this time :)

PRESENTATION GUIDELINES: FINALS WEEK MAY 20, 12:30–2:30PM

- 1) You will give a presentation based on your podcast project
- 2) This presentation will last somewhere around 3 to 4 minutes (deductions for too short, but also please don't go longer than 5 minutes....I will have to cut you off mid-sentence, no fun).
- 3) Please present some portion of your podcast project: it shouldn't be your complete work, obviously, but might include your introduction, a couple important paragraphs, conclusions. Feel free to heavily borrow from your partial podcast script and any other bits you've already written up
- 4) I would strongly encourage you to have some text prepared (probably a page or so is a good guess), but also to slightly revise your text or delivery to make it more enjoyable to listen to!
- 5) no slides or audio, although you're welcome to drop a selection or link into the chat if you want to share a resource for later with your colleagues

TURN THAT SUCKER IN! FINAL PODCAST DUE MAY 21, 5:00PM

Formatting guidelines:

- 1) Remember this is all up on Moodle.
- 2) Any other questions? Feel free to hit me up with them via email as you're working.