

Updated 8/9/11

### **Peer Review Facilitator Guidelines**

As a peer-review facilitator, you will be working closely with the students to help make their peer-review experience as productive as possible. Peer review sessions will occur in non-WRT105 classes, ranging from introductory classes to upper-level writing (ULW) experiences. In some cases, the students may not have prior peer-review experience.

Your role is to work within the general process designed by the professor and the peer review coordinator. During the peer-review, you will help the students to understand what is expected, keep them on track, and help them with difficulties they encounter. You will also provide information about the Writing Center's services in general.

#### **Roughly two weeks before the peer review:**

1. Identify the peer-review coordinator that you will be working with (you will have access to the relevant shared Google document for scheduling). Look out for an email; if you do not get one, please reach out yourself, at least a week before the review.
2. Talk to the Peer Review Coordinator, either by phone, in person, or by email, to clarify details of the classroom, time, number of students, format, and other details. Make sure you have any necessary peer review materials.
3. Visit the classroom to make sure you know where it is.

**The day of peer review:** Arrive at the classroom at least 10 minutes early (or at the time agreed to between you and your peer review coordinator.)

#### **Working with your groups:**

1. Organize your group: put students in a circle, facing each other, close enough to interact comfortably. Introduce yourself and ask the students to introduce themselves to you and to each other.
2. The peer review coordinator will explain the peer-review process at the beginning of the session. Reiterate the main points after getting your students into groups, and answer any questions.
3. Discuss timing (how long for each section, etc.) and assign tasks as needed.
4. Keep an eye on time: keep the discussion moving so that all members have a chance to hear and provide feedback. Feel free to stop the discussion if necessary if time has run out, and move on to the next writer.
5. Make sure students stay focused on the assigned tasks.
6. Check on how they are doing; answer questions; intervene if feedback seems to be less than productive, etc.
7. Leave a few minutes at the end to allow writers to process feedback that they received. Invite them to create a revision plan or to write down a few key points.
8. Remind the students about the writing fellows and the Writing Center.

Updated 8/9/11

**Some general suggestions on how to stimulate group discussion:**

1. Ask students to identify the purpose/main problem/main hypothesis/main focus of the paper (select what is appropriate).
2. Let everyone share what reader responses about what they think the purpose/focus/etc. is.
3. Compare results and invite the writer to comment. Did his readers correctly identify purpose/focus/etc.? If not, what can the writer do to make sure that the focus is clear? If there were discrepancies in what readers saw as the main focus/purpose/etc., invite the writer to suggest how she can change the paper to eliminate the possibility of multiple interpretations.
4. Invite readers to share what they liked most about the paper and why.
5. Invite readers to talk about what confused them and why. Invite the writer to clarify things that confused readers.
6. Suggest that the writer take notes after she clarifies her ideas.

(see the next page for a printable checklist)

Updated 8/9/11

## **Checklist for Peer Review Facilitators**

### **In general:**

- What peer review sessions have I agreed to facilitate this semester?
- Who else is involved in the peer review session?
- Where are the peer-review sessions being held?

### **For each session:**

- Expect to hear from the coordinator roughly two weeks before the session; if you do not, reach out yourself.
- Familiarize yourself with the materials and process. Try to visualize the size of the peer review groups, and the type of discussion that is likely to occur. Anticipate any possible problems.
- Find the classroom.
- Arrive 10 minutes early.