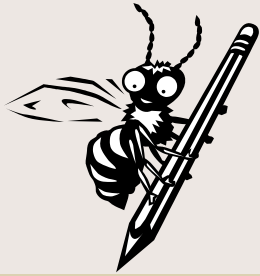


Peer Editing on a Large Scale!



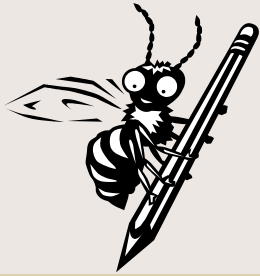


Peer Editing is Fun!

Working with your classmates to help improve their writing can be lots of fun.

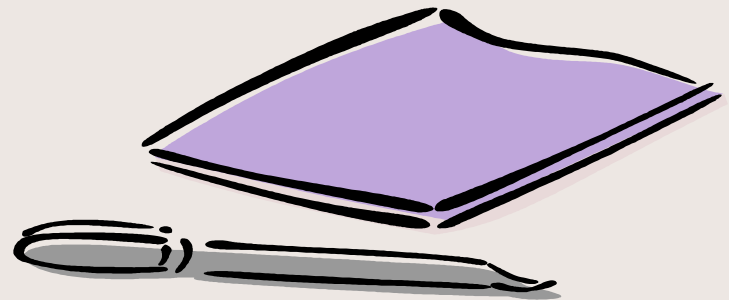
Working with your classmates to improve both your writing and their writing can actually be lots of fun!

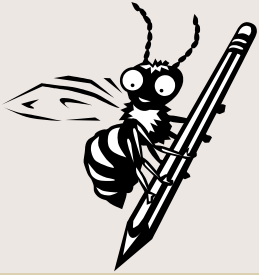




What is Peer Editing?

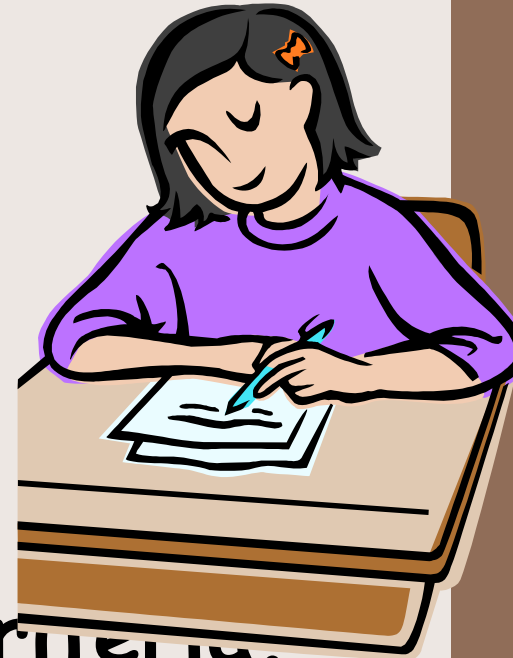
- A **peer** is someone your own age.
 - A person who shares your ability, age, or background; your equal.
- **Editing** means making suggestions, comments, compliments, and changes to writing.
 - To review, correct, and suggest changes to another person's work.

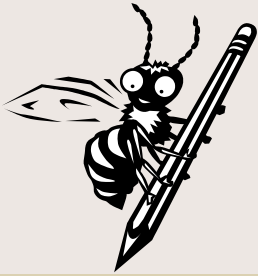




What is Peer Editing

- 1 - Compliments:
Positive comments
- 2 - Suggestions:
Areas for improvement.
- 3 - Corrections:
Based on set of objective criteria.

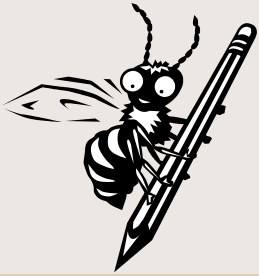




Compliments

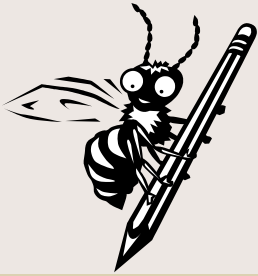
- The first rule of peer editing is to **STAY POSITIVE!**
 - Helps future lawyers prepare for giving and receiving feedback.
 - Provides a different perspective
 - Fosters teamwork





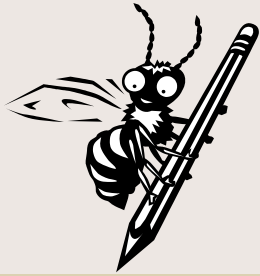
Complaints

- The first rule of peer editing is to **STAY POSITIVE!**
- Awkward/Uncomfortable
- Comments are Tempered (see rule 1).
- Students feel unqualified
- Students want professor feedback.
- It is **AWKWARD.**



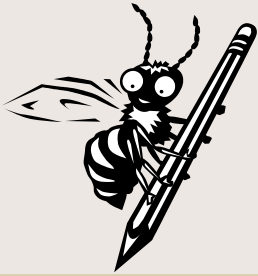
How did I turn this:





Into This:

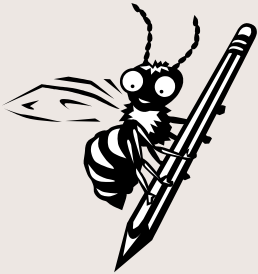




STEP 1

Gather the Papers

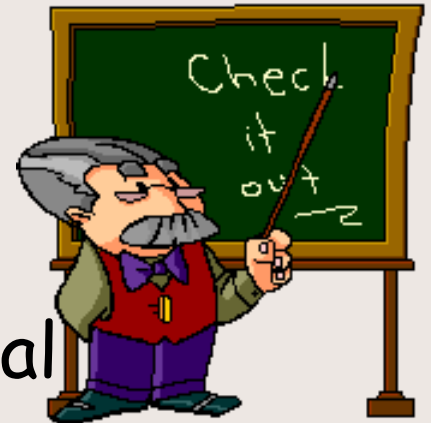
- Pull and randomly sort the papers.
- Number the papers.
 - Jane Doe - 5
- Save and print your copy.
- Delete the name, but leave the number.
- Print three or four copies.
- Sort into piles.

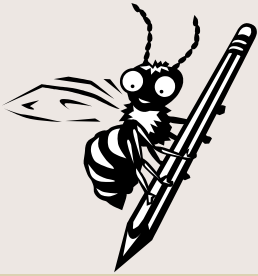


STEP 2

Conduct the Exercise

- Randomly sort the students into groups: no less than 3, no more than 4.
- Give these instructions.
 - No dividing papers
 - Must concur on comments
 - Or provide all perspectives
 - Must do all papers
 - Be honest, fair, and professional

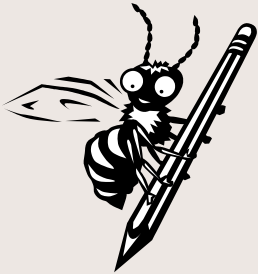




STEP 2

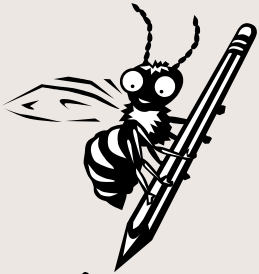
Conduct the Exercise

Post or hand out the parameters.



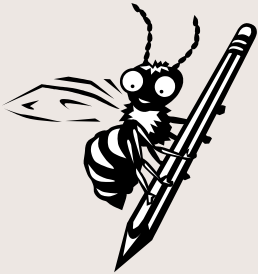
The Statement of Facts

- Are the parties/involved persons identified?
 - Do descriptions sufficiently identify the relationship to the case?
 - Do descriptions properly invoke empathy with the writer's client and/or properly distance feelings of connection to the opposing party?
- Does the writer go overboard?
- Are unnecessary and/or distracting facts included?



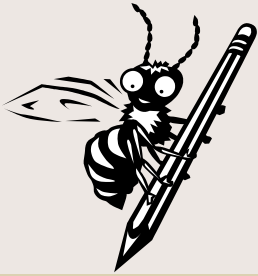
The Statement of Facts

- Are things/concepts properly described?
 - Can the reader picture the environment?
 - Do descriptions fit naturally within the story or are they distracting?
 - Are they included as an afterthought?
 - Are you wishing you had known this information earlier?



The Statement of Facts

- Can you tell who the writer's client is?
 - If you see inconsistencies in the facts, mark the paragraphs or sentence with Π symbol for the prosecution, and the Δ symbol for defendant.
- Do the facts improperly include commentary or argument?

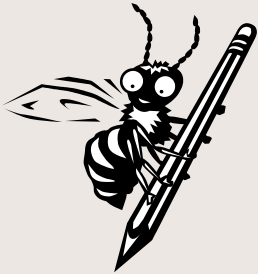


STEP 3

Provide Oversight



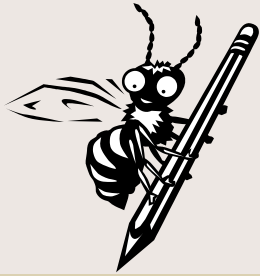
- Review the papers/feedback before returning them to the students.
- I use my special **PURPLE** pen.
- Spend the class providing individual feedback on your copies.
- Discuss the papers, comments, common errors, during the following class.



My Take Away

- I LOVED IT.
- Students were engaged with one another.
- Every student participated.
- I could anticipate questions just by listening.
- I could hear what they had taken away from prior classes.
- The student feedback was excellent!

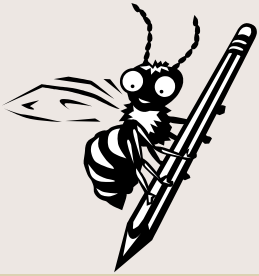




Student Feedback: What did they like?

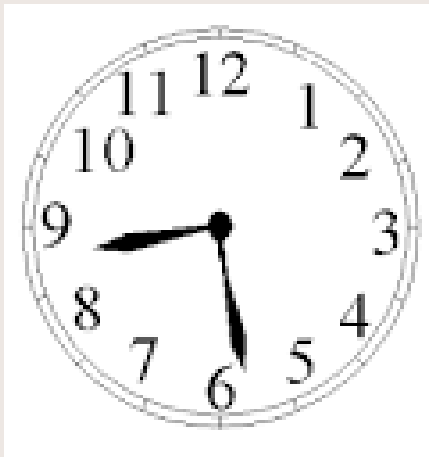
- 1. The exercise!
 - Multiple perspectives
 - Providing feedback = gained insight
- 2. The anonymity!
 - More forthcoming
 - Increased quality of feedback
 - More comfortable/less awkward
- 3. The group work!
 - Getting to discuss the suggestions before marking up the paper
 - Tempered harsh comments

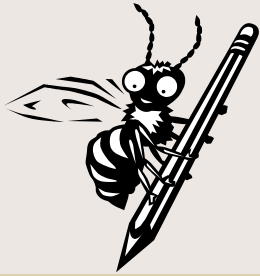




Student Feedback: What didn't they like?

- 1. The persuasive writing exercise: One student felt the comments were more content based on the objective and more stylistic on persuasive.
- 2. The timing! They need more time!

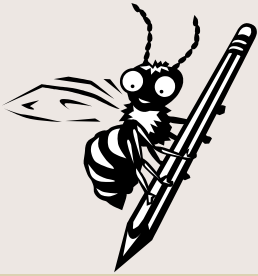




Student Feedback: Ways to Improve the Exercise

- More time.
- Same format, fewer papers.
- Review comments and common mistakes in following class.
- Increase anonymity by switching the papers between classes.





Things to Remember...

- **Stay positive** - Peer editing can actually be fun for everyone ... including the professor.
- **Be specific** - Give the class a checklist of specific criteria you want them to consider as the reader.
- **Provide oversight** - Students want to hear from you.

