

Responding to WA1: Peer Feedback Guide

Activity (in pairs): In order to get a real reader's perspective of your current draft of WA1 and some ideas for revising it (and give the same respect to their piece), trade drafts with someone, take out a pen and paper, place your name (as reader) and the writer's name at the top of it, and respond to the following questions in as much detail as possible. You are going to give your responses to your partner, so try to make this feedback as legible and clear as possible.

Reader's Name: _____

Writer's Name: _____

Note to Reader: You should respond as specifically as possible to each and every question that follows.. Anything less will be quite useless to the writer.

1. What did you find most compelling about this essay? Be very specific. This can be a specific story or some other aspect of the current draft that really caught your attention and made you want to read more?
2. What did you want to hear more about? Be specific! This question should inspire the writer to elaborate on some aspect of the existing draft, so help them find a good place for this elaboration. Be specific!
3. What does this draft make you think about? What similar experiences can you share with the writer? What other ideas came up for you as you read this draft?
4. Underline your favorite passage in the text. What makes it your favorite? Be specific!
5. Which of our assigned readings from the textbook *Problem Posing: Readings for Democratic Learning* did the writer make the most extensive use of? How is the writer's use of this reading serving the larger goals of his or her essay? Did the writer quote from this reading directly? What other ways is the author making good use of this assigned reading from our textbook? How well is this working in the current draft?
6. What other readings from our textbook does the writer make use of in her draft? Answer the above questions (from #5) regarding the writer's use of these other assigned readings as well.
7. Offer one additional suggestion from our assigned readings that you think might serve the current draft well. Tell the writer the title and author of this assigned text you've selected, and offer at least one sentence that explains how this particular reading might work well with the overall goals of and approach taken in the current draft. Offer a choice passage (quote) from this reading that seems particularly relevant to the current draft and goals?
8. Return to the assignment sheet for WA1 and review the two options for this essay. Which of the two options did the writer seem to select for this essay? Write at least two sentences that show how the current draft functions as a solid response to this option and the expectations for this assignment. You may choose to quote from part of the assignment sheet in order to make your case.
9. Talk about the title for a minute. What is the current title for this essay? Now that you've read the essay, would you say the title seems appropriate? If so, what makes it work for this essay (be specific!)? If not, why not? Regardless of how you feel about the current title, you should offer the writer three possible titles that might help catch the reader's attention and give him/her a strong hint about what they essay will offer. Offer these three suggestions for new titles even if you LOVE the title the writer has for the current draft. More ideas are always useful!
10. The revised draft must be four pages long. Offer some specific suggestions that would help the writer make this draft at least one page longer. These suggestions can draw from your responses to questions above.

Discussion (in pairs): Return the draft to the writer and discuss your responses (question by question). The writer has a written version of your responses, of course, (which you hand to them at this point), but they may have questions that will only come up when you discuss your responses face-to-face. After you discuss your answers with the writer, make certain the writer receives your written feedback. Make sure your name is at the top of your feedback (as reader) and the writer's name is as below yours (as writer).

Response (Individual): After you have both responded to one another's drafts of WA1, take a few minutes to jot down your revision plan. Write about a page in response to one or more of the following questions: (1) How did your reader react to your draft? (2) Did the reader respond in ways you expected? (3) What suggestions did the reader offer with respect to revision this draft? What feedback stands out as most useful to you in revising your essay? (4) What are your specific revision plans?

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Submitting WA1: When you submit WA1 for instructor review, you will need to include the following:

- Final version of WA1 for instructor review (see WA1 assignment sheet)
- Draft of WA1 for peer review (from today's peer review session)
- Responses from peer reviewer (answers to questions above; I need the complete version with reviewer's name so I can give the peer reviewer full credit for the extensive and thoughtful feedback he/she provided)
- Your own response to this feedback (see "Response" above), including a detailed plan for revising WA1 based on feedback provided during peer review
- Reader Response 4 (if you have not already submitted this)

WRITING ASSIGNMENT 1 (WA1): Literacy in Our Everyday Lives

Purpose: To begin exploring literacy through your own lived experiences with literacy and the technologies that sustain it.

Description: This essay calls upon you to reconstruct key moments in your literacy history. You can do this in one of two ways:

Option 1: Objects of Literacy

This option asks you to reconstruct key moments in your literacy history by describe a significant object that may best represent that history for you and by helping your reader understand that significance by developing a narrative analysis of that object. What does literacy mean to you? What makes the current contexts in which you are most literate relevant to you? How can you help someone else understand the significance that literacy has had to your own life? What object may best represent the significant roles literacy plays (has played, continues to play) in your life? Take some time to describe this object with as many concrete details as the reader may need to "see" the object (or objects) that seem the most significant representation of your literacy history and offer this reader some details that help her understand what that history means to you.

Option 2: Sponsors of Literacy

This option asks you to reconstruct key moments in your literacy history by identifying the agents sponsoring this literacy and narrating the way "literacy" has "pursued [you]." How has this played out in your own lives? According to Deborah Brandt, you are not only in pursuit of literacy but "literacy is in pursuit of [you]. What does she mean by this? How might someone "permit" literacy in someone else? How might someone prohibit literacy in another person? Deborah Brandt's essay introduces the term "sponsor" as part of the process of literacy development. According to Deborah Brandt, "sponsors . . . are any agents, local or distant, concrete or abstract, who enable, support, teach, model, as well as regulate, suppress, or withhold literacy—and gain advantage by it in some way" (166). How does this definition match up with your own understanding of what a sponsor does? How might a sponsor "prohibit" literacy or permit it? Take some time to unpack Brandt's key arguments and your own position in relation to them. Help your reader understand some aspect of your literacy history in relationship to a person or other identifiable element in their function as your literacy sponsor.

NOTE: *WHATEVER option you select, remember: **specificity is the soul of narrative!** Provide many concrete details. Show, don't just tell. That's vital to communicating your literacy narrative to another reader.*

Constraints:

Page-length minimum for Peer Review: two pages (double-spaced, typed)
WA1 due for Peer Review: 9/24 (T)

Page-length minimum for Instructor Review: THREE pages (double-spaced, typed)
WA1 due for Instructor Review: 9/26 (R)