

FACULTY DEVELOPMENT WORKSHOPS

Workshop 6: Four Ways to do a Peer Review Workshop

Length: 45 minutes

Motive: In critiquing the work of their peers, students learn valuable reading and writing lessons

Objective: Give faculty four specific peer review lessons

Note: Participants bring one copy of a one-page sample of their own writing

5m	Introductions. State your name and whether you use Peer Reviews in your classes.
15m	Activity 1: Responding to Writing. Participants use Bard’s IWT Responding to Writing list to ask for feedback on their writing samples.
15m	Activity 2: Mad Libs Script for Group Conference. Participants fill out a Mad Libs script using their writing samples as examples.
10m	Discussion, Q&A, and Post-mortem. Participants share strategies, thoughts, and suggestions. Workshop leader hands out Kerry Walk and Ryan Cordell’s Peer Review plans.

Materials needed:

- Copies of Chapter 3, “The Writing Workshop” from Kerry Walk’s *Teaching with Writing* (http://writingatqueens.qc.cuny.edu/files/2010/05/Walk_TWW.pdf).
- Copies of Responding to Writing (from Bard’s Institute for Writing and Thinking).
- Writing Samples for participants to use if necessary.
- Shortened copies of Mark Gaipa’s Strategies.
- Copies of Gloria Fisk’s Mad-Libs and Script for Draft Workshops.
- Copies of Prof. Hacker’s “Speed-Dating” Peer Review (<http://chronicle.com/blogs/profhacker/speed-dating-peer-review-writing-workshops/36987>).