PEER EDITING

In this part/stage of the writing process we help others to improve their writing, which helps us become better writers as well. It does take a commitment from the reader to look closely at another's writing and to make appropriate comments for improvement. The peer editing part is where we read and mark up each other's papers looking for what works and what doesn't work, commenting or making suggestions on every sentence we read. The following is the "how to" for Peer Editing. **This is required for all writing assignments (including if it is absent work to be made up), and can be done by anyone—another classmate, a sibling, a parent, a friend, family member, etc.** The 3 things to look for in every sentence are: 1) the Three Parts, 2) the Grammar and Mechanics, and 3) the Content and Focus

I. Guidelines for peer editing (evaluation and revision)—what to look for: See pgs. 50-52

Evaluation Guide

Look at the structure, content, and mechanics

Revision Technique

1
Is the writing interesting?

Add examples, details, support, or realistic info.

2
Are there enough details? Is the information clearly stated, explained, and supported?

Add details, facts, or examples to support the main idea(s). Don't assume the reader knows.

3
Is every point related to the topic and focus of the paper?

Cut out unrelated ideas; connect ideas to the topic/point and the main focus of the paper.

4
Are the ideas arranged in a clear order that follows the topic?

Cut unrelated ideas & keep the point and overall focus in mind.

5
Are the connections between ideas and sentences clear?

Add transition words or phrases—see transition sheet.

6
Is the correct person used in the paper?

Use 1st person (I/me/my/mine) for personal paper and 3rd (he/she, people/they, a person/ his/hers) for broader topics.

7
Is the language appropriate for the audience?

Replace difficult words for younger audience. For experienced readers, use more difficult words, **no slangs or contractions**.

PQP
(Praise, Question, Polish)

Whenever you read or listen to another's paper, you need to mark up his/her paper from start to finish keeping in mind structure, parts, content, support, focus, grammar, style, audience, and more (Peer Editing). Plus, at the end of your editing, you will need to write out a PQP to help both you and the writer improve. **PQP looks at the paper as a whole, pointing out the biggest areas in need of fixing**. Below are suggestions for PQPing.
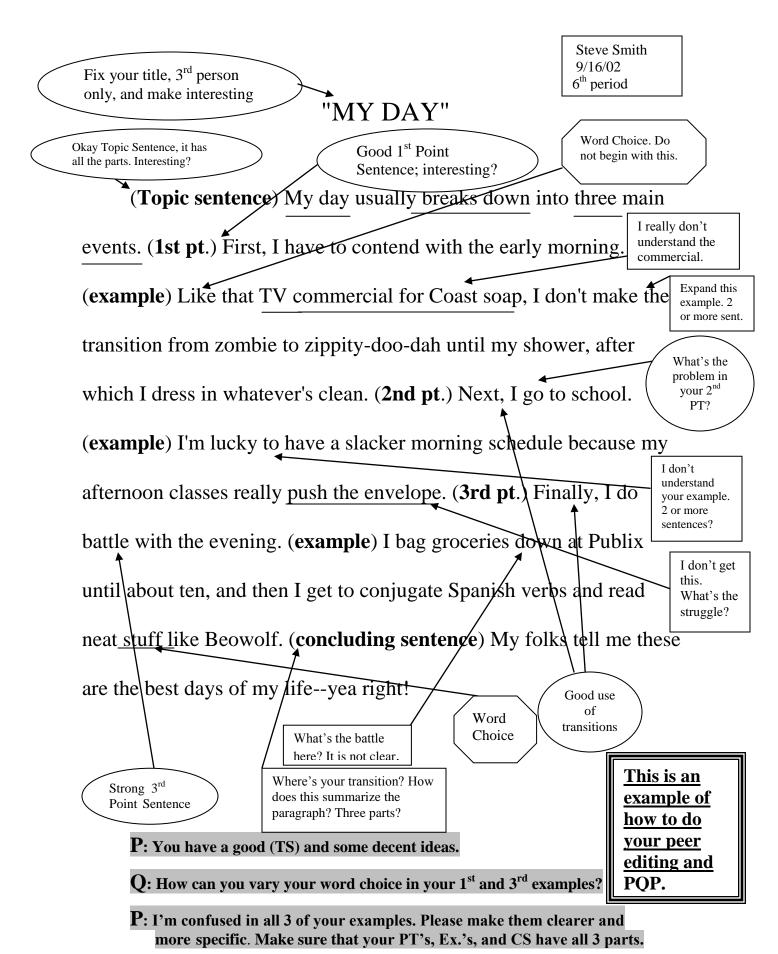
Reader/Listener's Compliments (Praise):

I like the part where . . . in your _____.
I'd like to know more about . . . in your _____.
I think your main idea is . . .
You used some powerful words, like . . . in _____.
I like the way you described . . . in the _____.
I like the way you explained . . . in the _____.
I like the way you wrote . . . in your _____.
Your writing made me feel . . . with your _____.
I like the order you used in your writing because . . .
I think your dialogue was realistic, the way (_____) said . . .
Your writing reminded me of . . . in the _____.

NOTE
When doing a PQP, the reader must state specifically where the writer needs to make his/her changes in the paper. So state exactly what needs to be changed and where in the paragraphs for each part of the PQP. Be Specific!

Reader/Listener's Questions:

What can you do to strengthen your points in the _____?
Can you use stronger/clearer examples in your _____?
How can you vary your word choice in _____?
Can you tell me more about _____ in your _____?
What did you mean when you said _____ in your _____?
Can you combine some of your sentences to vary your sentence structure in _____?
Could you leave out _____?
Can you add more details in _____?
How can you change _____ in your _____so that it makes sense?
Can you vary your use of transitions so it doesn't sound redundant in your _____?

Reader/Listener's Comments and Suggestions (Polish):

Can you make the connections between your points/paragraphs clearer in your _____?
I get confused in the part about _____ in your _____.
Work on your grammar in _____.
Take your examples farther in _____. Don't rely on the reader to figure out your points.
Vary your sentence structure in your _____.
Vary your use of transitions in the _____.
Make sure you look at your structure; you are missing _____ in _____.
Your _____ point does not relate to or support your topic.
I might switch the order of _____ and _____ because _____.
You need to improve your topic sentence(s)/hook/thesis/intro/conclusion/clincher.
Put in your _____ in the _____.

Here you must focus on the most important items to fix here and more than one item!

Steve Smith
9/16/02
6th period

"MY DAY"

(**Topic sentence**) My day usually breaks down into three main events. (**1st pt**.) First, I have to contend with the early morning. (**example**) Like that TV commercial for Coast soap, I don't make the transition from zombie to zippity-doo-dah until my shower, after which I dress in whatever's clean. (**2nd pt**.) Next, I go to school. (**example**) I'm lucky to have a slacker morning schedule because my afternoon classes really push the envelope. (**3rd pt**.) Finally, I do battle with the evening. (**example**) I bag groceries down at Publix until about ten, and then I get to conjugate Spanish verbs and read neat stuff like Beowulf. (**concluding sentence**) My folks tell me these are the best days of my life--yea right!

Note: This paragraph is far from perfect, but it gives you an example of what to do and not to do, and how to use the identifiers, transitions, and the parts. If this were a classmate's paragraph, your job would be to make suggestions on every line on what works, what doesn't work, and give ideas on how to improve it (see "Peer-Editing" & "PQP" pages for the how to comment).

Steve Smith
9/16/02
6th period

"MY DAY"

Fix your title, 3rd person only, and make interesting

Okay Topic Sentence, it has all the parts. Interesting?

Good 1st Point Sentence; interesting?

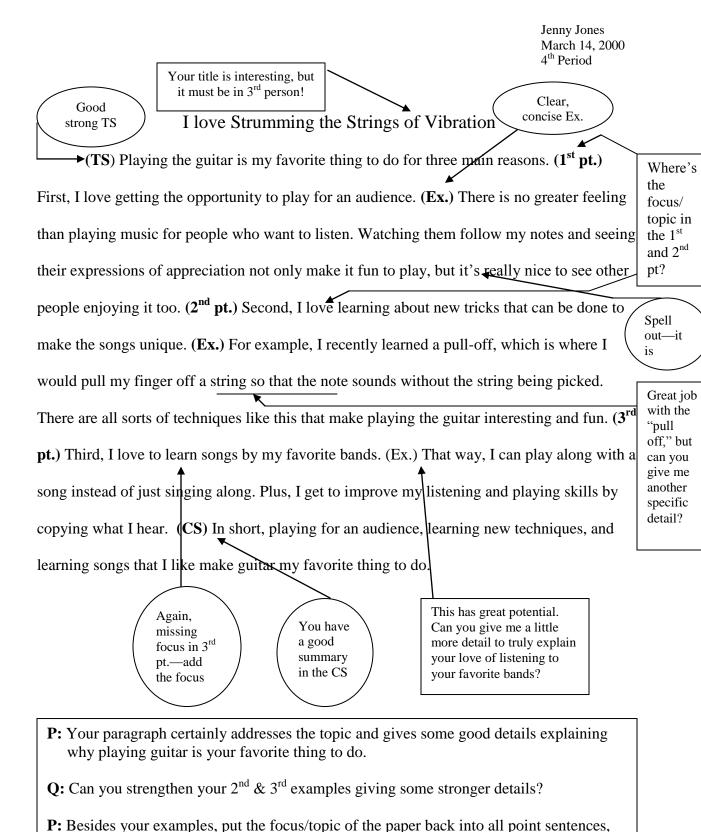Word Choice. Do not begin with this.

(**Topic sentence**) My day usually breaks down into three main events. (**1st pt**.) First, I have to contend with the early morning. (**example**) Like that TV commercial for Coast soap, I don't make the transition from zombie to zippity-doo-dah until my shower, after which I dress in whatever's clean. (**2nd pt**.) Next, I go to school. (**example**) I'm lucky to have a slacker morning schedule because my afternoon classes really push the envelope. (**3rd pt**.) Finally, I do battle with the evening. (**example**) I bag groceries down at Publix until about ten, and then I get to conjugate Spanish verbs and read neat stuff like Beowolf. (**concluding sentence**) My folks tell me these are the best days of my life--yea right!

I really don't understand the commercial.

Expand this example. 2 or more sent.

What's the problem in your 2nd PT?

I don't understand your example. 2 or more sentences?

I don't get this. What's the struggle?

Good use of transitions

Word Choice

What's the battle here? It is not clear.

Where's your transition? How does this summarize the paragraph? Three parts?

Strong 3rd Point Sentence

P: **You have a good (TS) and some decent ideas.**

Q: **How can you vary your word choice in your 1st and 3rd examples?**

P: **I'm confused in all 3 of your examples. Please make them clearer and more specific. Make sure that your PT's, Ex.'s, and CS have all 3 parts.**

This is an example of how to do your peer editing and PQP.

Jenny Jones
March 14, 2000
4th Period

Your title is interesting, but it must be in 3rd person!

Good strong TS

Clear, concise Ex.

I love Strumming the Strings of Vibration

(TS) Playing the guitar is my favorite thing to do for three main reasons. **(1st pt.)** First, I love getting the opportunity to play for an audience. **(Ex.)** There is no greater feeling than playing music for people who want to listen. Watching them follow my notes and seeing their expressions of appreciation not only make it fun to play, but it's really nice to see other people enjoying it too. **(2nd pt.)** Second, I love learning about new tricks that can be done to make the songs unique. **(Ex.)** For example, I recently learned a pull-off, which is where I would pull my finger off a string so that the note sounds without the string being picked. There are all sorts of techniques like this that make playing the guitar interesting and fun. **(3rd pt.)** Third, I love to learn songs by my favorite bands. (Ex.) That way, I can play along with a song instead of just singing along. Plus, I get to improve my listening and playing skills by copying what I hear. **(CS)** In short, playing for an audience, learning new techniques, and learning songs that I like make guitar my favorite thing to do.

Where's the focus/ topic in the 1st and 2nd pt?

Spell out—it is

Great job with the "pull off," but can you give me another specific detail?

Again, missing focus in 3rd pt.—add the focus

You have a good summary in the CS

This has great potential. Can you give me a little more detail to truly explain your love of listening to your favorite bands?

P: Your paragraph certainly addresses the topic and gives some good details explaining why playing guitar is your favorite thing to do.

Q: Can you strengthen your 2nd & 3rd examples giving some stronger details?

P: Besides your examples, put the focus/topic of the paper back into all point sentences, and vary your word choice like with the word "love."

Name:_____ Date:_____ Period:_____

Peer-Edit & PQP Notes/Guide Sheet

1. What is peer-editing?

    a. _____

    _____

    _____

2. How many peer-editing comments should we make on a person's paper and (b) why?

    a. _____

    b. _____

    _____

3. List the three areas your peer-editing comments must focus on and explain them.

    a. _____

    _____

    b. _____

    _____

    _____

    c. _____

    _____

4. Do you only make comments on what needs work in peer-editing?

    a. _____

    _____

    _____

5. What is the goal of peer-editing?

    a. _____

    _____

    _____

6. What is PQPing?

a. _____

_____

_____

7. Explain what you need to do in (a) the first P, (b) the Q, and (c) the second P?

a. _____

b. _____

c. _____

8. What does it mean "to be specific" in PQPing?

a. _____

_____

_____

9. What is the goal of PQPing?

a. _____

_____

_____

10. Explain three overall benefits you get from peer-editing and PQPing.

a. _____

_____

b. _____

_____

c. _____

_____

11. Give an example of a very specific PQP.

a. P:_____

b. Q:_____

c. P:_____

_____