Peer Match-Ups and Peer-Editing Final Research Paper Spring 2006
Revised 4/24/2006 8:07 AM (revisions are highlighted)

Mentor Session	This person	is edited by these people (gives papers to)	and edits these people (receives papers from)
1	Dickinson, Mitch	Nicole and Stan	Kaci and Nicole
1	Grimes, Josh	Brandon and Kaci	Daniella and Brandon
1	Hudson, Rachel	Daniella and Nicole	Stan and Daniella
1	Jackson, Stan	Kaci and Rachel	Mitch and Kaci
1	Ley, Daniella	Josh and Nicole	Brandon and Rachel
1	Mashburn, Kaci	Stan and Mitch	Stan and Josh
1	Pitzer, Brandon	Josh and Daniella	Josh and Nicole
1	Rogers, Nicole	Mitch and Brandon	Rachel and Mitch
2	**Anderson, Amanda**	**Molly and Andrea**	**Molly and Andrea**
2	Aquino, Serena	Tiffany and Rhea	Tiffany and Rhea
2	Balloun, Tiffany	Serena and Rhea	Serena and Rhea
2	**Elsworth, Melissa**	**Evan and Adam**	**Evan and Adam**
2	**Juhren, Matt**	**Molly and Andrea**	**Molly and Andrea**
2	**Lucas, Mark**	**Matt and Amanda**	**Matt and Amanda**
2	**McCracken, Molly**	**Mark and Amanda**	**Mark and Amanda**
2	**Niedermeyer, Evan**	**Melissa and Adam**	**Melissa and Adam**
2	**Pearson, Andrea**	**Matt and Mark**	**Matt and Mark**
2	**Verdon, Adam**	**Evan and Melissa**	**Melissa and Evan**
2	Vrana, Rhea	Serena and Tiffany	Serena and Tiffany
3	Barron, Maritza	Joscelyn and Pam	Pam and Joscelyn
3	Graham, Pam	Morgan and Maritza	Maritza and Morgan
3	Janocek, Carolyn	Dana and Joscelyn	Dana and Joscelyn
3	Larrouy Morgan	Pam and Dana	Pam and Dana
3	Zarceno, Joscelyn	Maritza and Carolyn	Carolyn and Morgan

You are responsible for making copies of each work product and/or making sure your work product is posted on your e-portfolio for your editors to review. You are also responsible for procuring papers from or visiting the e-portfolios of the people whom you are to edit. The people you have been assigned to peer edit are not necessarily the people assigned to edit you.

Although certain mentor sessions will be devoted to peer-editing discussions, peer work should be a continuous and ongoing process. The following are dates when time will be set aside in mentor session for peer editors to work together.

Prepare for each session as indicated in the left-hand column, bringing with you *Hodges* or whatever copies or your work are necessary. Unless paper sharing is to be done online (which will be indicated), be prepared to give one copy to each of your two editors (yellow column) and to receive a copy from each of your authors (turquoise column).

You will lose points if you are not in mentor session prepared to go, with printed copies, *Hodges*, and whatever else you are required to have ready.

Mentor Date	Prepare in Advance	Peer-Editing Activity

Peer-Editing Activity **No. 1** Th Apr 13 2006	❏ Skim through and be prepared to discuss *Hodges'* Ch. 37
	❏ Preview Ch. 39, pp. 584-600
	
	❏ Bring **two** copies of your <u>research question</u> and <u>preliminary list of sources</u> *or* <u>proposal</u> (if already finished) to help author prepare for Step 3: thesis formulation, annotated bibliography, and proposal.
	
	Bring *Hodges* and use
	❏ Checklist for Assessing a Topic on p. 425 and
	❏ Checklist for Assessing a Thesis on p. 431
		1. Overview/lecture by mentor re: peer-editing process and goals
		2. Practice exchanging papers and getting organized for this first peer-editing mentor session
		3. Begin editing
		4. **If you are editing a research question and preliminary list of sources**, your goal is to help your author move toward a thesis statement, annotated bib, and proposal to be ready to turn in by next Tuesday (April 18). To this end, you should help the author:
		   ❏ Refine his/her research question and make sure it is translatable to a thesis statement
		   ❏ Clarify the methodology he/she will be using
		   ❏ Lay out a paper plan for the final paper
		   ❏ Identify an adequate number of sources (work toward the equivalent of 10 article-length works)
		   ❏ Make sure author knows what an annotated bib is and how to do one
		   ❏ Identify a "hook" to make the topic interesting and to come up with an attention grabber
		   ❏ Catch typos and grammatical errors
		
		5. **If you are editing a finished proposal**, you should help the author
		   ❏ Identify a clear plan of attack for research (prioritizing which works to read first, how to take notes, content analysis or survey work, if necessary, etc.)
		   ❏ Eliminate writing errors

Peer-Editing Activity **No. 2** Tu 25 Apr 2006	*Research challenges*: come prepared to talk with your editors about any problems you are having with your research and to help one another get and stay on track; *morale-boosting session.* ❏ Review Ch. 39 *Hodges*.	❏ Moving too slowly through sources? ❏ Feeling overwhelmed? ❏ Need to do quantitative analysis but can't figure out what? ❏ Keep getting sidetracked? ❏ Tempted to change topic or modify slightly? ❏ Patterns and trends beginning to emerge and crystallize? ❏ Feeling like you've read enough/too little?

Peer-Editing Activity **No. 3** Th 4 May 2006	**<u>Preparing to write</u>**: ❑ Read *Hodges'* p. 418-442. ❑ Preview and be ready to discuss the **Checklist for Assessing the Audience**, p. 414 *Hodges'* Come prepared with **two copies** your first steps in mapping out your writing. You may want to use ❑ a preprinted graphic organizer downloadable from http://www.eduplace.com/graphicorganizer/ or ❑ a 30-day trial copy of Inspiration software, downloadable at http://www.inspiration.com/freetrial/index.cfm?fuseaction=insp_qual_form or ❑ an okay version of an online concept mapping tool at http://gemini.lib.purdue.edu/core/files/topic3.htm(intro) and http://gemini.lib.purdue.edu/core/files/topic4.htm(click on "Create Your Map")	Provide your authors with advice about narrowing the topics, logical ordering, overall organization, etc. **You and your authors will need to have both your first steps (whether a concept map, a freewrite, or whatever) and a formal outline ready to turn in on Tu 9 May 2006.** ❑ See p. 433-436 for outline format. ❑ Before beginning to write the actual paper, review *Hodges*, Ch. 36 and use either the classical argument or Rogerian argument form. These are the elements you must have in your paper. ❑ See also pp. 450-456 for a review of the features of an introduction, body, and conclusion.
Peer-Editing Activity **No. 4** 18 May 2006	❑ **By 6 pm on 16 May 2006**, your **first draft** should be on your e-portfolio and you should send the URL to your editors. ❑ Using Word's Track Changes tool (if desired) provide a first run of feedback to your two authors and begin implementing changes suggested by your two editors. See *Hodges* pp. 462-468 for an example of what this looks like. ❑ Review pp. 531-533 re: classical and Rogerian argument formats. ❑ Use *Hodges'* Checklist for Evaluating a Draft of an Essay, pp. 457-458. ❑ **Prepare an evaluation sheet** for your authors, along with the marked-up copy of the original (whether done by hand or using Word's Track Changes). Make an extra copy of each evaluation sheet (one for the author and one to turn in to be graded). ❑ After the May 18 mentor session, authors should be ready to move on to their second draft.	❑ Focus on the big picture: overall organization and accomplishing the tasks set out in ❑ The draft should contain and follow the elements in either the classical argument (p. 531-532) or the Rogerian argument (p. 532-533) form. ❑ The draft should also conform to the Checklist on pp. 457-458. ❑ Go over the evaluation sheet with each author. *Turn in a <u>copy</u> of the each evaluation sheet you prepared, identifying the name of the editor (you) and the authors*.

Peer-Editing Activity **No. 5** 23 May 2006	❑ **By NOON 22 May 2006**, your **second draft** should be online and ready for review. ❑ Print out the two papers you are going to edit for this step. Continue to focus on big picture and organization, but also begin editing. ❑ Use *Hodges'* Checklist for Editing on pp. 470-471.	❑ Exchange edited papers. Minimal discussion is necessary in mentor session at this time.
Peer-Editing Activity **No. 6** 25 May 2006	❑ Prepare your **cover sheet** and **Works Cited pages** ❑ Bring these to mentor, along with printout of third draft, this time prepared with formatting as shown on pp. 172-178 and 635-651.	❑ Scan the body of the paper for formatting. ❑ Proofread the cover sheet and Works Cited.
Peer-Editing Activity **No. 7** 28 May 2006	❑ **By 11:30 pm on 28 May 2006**, have your final, proofread paper (see p. 472-3) posted on your e-portfolio and send a URL to your editors. ❑ Read your authors' papers, with an eye toward the Checklist for Formatting Paper Documents (p. 178) and Checklist for Proofreading (p. 473). ❑ Communicate any remaining issues to your authors and implement any remaining changes from your editors.	❑ Turn in a copy of your final **draft** in class on May 30, at 9:30 a.m. ❑ Immediately begin working on **final paper**. ❑ Immediately begin preparation of your PowerPoint summary presentation.
30 May 2006	Begin working on Final Paper and PowerPoint presentation	
1 Jun 2006	Finalize PowerPoint presentation and Final Paper	
6 Jun 2006	Practice PowerPoint presentation in mentor, to be given in class on 13 Jun 2006.	
8 Jun 2006	Finalize e-portfolio and **turn in Final Paper**	
13 Jun 2006	**Give PowerPoint Presentation**	