**Peer Review as Part of Initial Planning Stage in a Reading-to-Write Class**

Excerpted from ***WR 495/595 Introduction to Literacy Studies (WIC)***

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**Formal writing assignment:** Analyze a literacy narrative or a set of closely related literacy narratives by published writer(s) in order to reveal explicit and implied definitions of literacy.

PEER REVIEW QUESTIONS are based on a 2-3 pp. rough draft (500-750 words) submitted by students as the first stage of the writing process of a longer formal paper (“planning to write”). This is an initial foray which is peer reviewed in order to help the writer represent **tasks of writing** and **to problem-solve** **next moves that need to be made to flesh out the writing.**

To do this, students need to understand the role of task representation in problem-solving throughout the writing process. “Task representation” comes from Linda Flower’s cognitive approach to writing process, *Problem Solving Strategies for Writing* (4th edition, 2003).

*The Role of Task Representation in Reading-to-Write*

*The different ways in which students represented a "standard" reading-to-write task to themselves lead to markedly different goals and strategies as well as different organizing plans. This raised questions about the costs and benefits of such alternative representations for students and about students' metacognitive control of their own reading and writing processes.*

**Peer Review Questions (respond ONLINE at the end of your peer’s rough draft Canvas posting/Assignment Section). Use complete sentences. Each question will result in a short paragraph-length response. A completed peer review is worth 15% of the reviewer’s final paper grade.**

1. What are the **focal texts** for this paper? Name them (full titles) and give a brief description of each text the writer intends to discussion.
2. What **assumptions and definitions of literacy** interest the writer? (Note: You may need to draw on what is implied as well as what is clearly stated).
3. What **elements of literacy narrative** does the writer draw upon to provide evidence? Name and describe elements of literacy narrative you see “in play” thus far. \*See handout “Elements of Literacy Narrative.”
4. What is particularly clear and what is fuzzy or unclear about the paper so far?
5. What “**next steps”** can the writer take to develop the paper in the next full draft? (Explain more about X….Clarify Y).