I. Drafting Your Academic Essay

The following Writing Center documents and the Activities that follow will help you to prepare for success in writing your Academic Essay Assignment draft:

https://kucampus.kaplan.edu/MyStudies/AcademicSupportCenter/WritingCenter/WritingReferenceLibrary/TheWritingProcess/ParagraphDevelopment.aspx


Activity: Making Your Own PIE

II. Learn about the Peer Review Process

As a writer, you want to make sure that your ideas are clear and convey as precisely as possible the point you are making about a given topic so that your readers are not confused and instead are either educated, informed, or even changed by the information you are providing them. One of the best ways to make sure that happens is to have others read your document and give you honest, constructive feedback on the strengths and weaknesses in your writing. This is a process that often occurs in the business world, for example, where co-workers share their drafts with each other and help each other to write the strongest documents possible.

In this class, we will duplicate that process by practicing Peer Review, a process that almost all writing experts recognize as being powerful and necessary for writing improvement. Remember that your classmates have actually been developing this skill over the past few weeks of the course, as they have been building their ability to read and analyze documents, identify a writer’s main point and supporting information, and identify strengths and weaknesses in a document. They are prepared for helping you to build your writing skills as a result, and you too are ready to help them.

Continue this unit’s activities by reading the following Writing Center document on the power of the Peer-Review Process and then complete the activities that follow before you begin your Unit 8 Discussion Board work:

http://lgdata.s3-website-us-east-1.amazonaws.com/docs/1620/959701/PeerGroups_KUWC2013cr.pdf

Activity: The Peer Review Process
III. Types of Peer Review Feedback

As the Writing Center document on Peer Review indicates, when you peer-review a classmate's draft, you are in effect applying your Reading Comprehension skills. You are looking for the writer's main point, you are exploring whether the ideas are focused, organized, developed, and clearly and effectively conveyed. It may be helpful to also consider the most common types of feedback that peer-reviews focus on. Please review the following chart:

<table>
<thead>
<tr>
<th>TYPE OF FEEDBACK</th>
<th>FUNCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRAISE</td>
<td>This helps to encourage the writer and help him or her see what is indeed effective.</td>
</tr>
<tr>
<td>PERSONAL OPINION</td>
<td>This may be a personal response to the topic (as in, &quot;I don’t think cloning is right&quot;) or it may be a subjective statement about the quality of the ideas.</td>
</tr>
<tr>
<td>REQUEST FOR MINOR CHANGE or CLARIFICATION</td>
<td>This helps the writer to identify minor weaknesses like a missing transition or an unclear sentence that needs revising.</td>
</tr>
<tr>
<td>REQUEST FOR MODERATE CHANGE</td>
<td>This helps the writer to identify more serious concerns like missing examples, details, information.</td>
</tr>
<tr>
<td>REQUEST FOR MAJOR CHANGE</td>
<td>This helps the writer to see where the most serious weaknesses are, like an unclear or unfocused or unlimited thesis, or it may help the writer to see where paragraph information is irrelevant to the thesis and should be removed.</td>
</tr>
<tr>
<td>EDITING ALERT</td>
<td>This helps the writer to identify grammar and punctuation errors that will need attention.</td>
</tr>
</tbody>
</table>

With this chart in mind, complete the following activities:

Activity: Types of Peer Review Feedback

IV. Writing a Peer Review
In some classes, you may be given a peer-review form that asks you to focus on specific questions about the draft. In other classes, you may be asked to write a couple of paragraphs to the classmate where you offer constructive suggestions for improvement.

Activity: Peer Review
In the following activities, you will practice writing a paragraph or two in response to a short draft.

Below is the draft you will be reviewing. The assignment is to write a short essay that defines the concept of courage by explaining how someone demonstrates courage by facing a difficult, challenging, or dangerous experience head on.

Student Draft
Courage to me is the willingness succeeds through hardships. Someone in my opinion that has shown extreme courage is Philadelphia Eagles Quarterback Michael Vick. Michael Vick was born to unwed teenage parents who lived in Virginia. He went to school at Virginia Tech, where he played football. He almost won the Heisman Trophy, coming in 3re place. He was also drafted to play professional football. Since then, Michael has been the center of controversy for several years for being involved in an illegal dog ring. Vick was slandered by the media and various animal rights groups. He went to prison for 21 months and had 2 months house arrest. Upon being released from house arrest no one thought Vick would be able to return to the NFL. Through the scrutiny from the media and press Michael Vick kept a poise attitude. In August of 2009 he signed to the Philadelphia Eagles and began playing football. Through it all Michael Vick had the courage to face his mistakes head on, serve his prison time, give back to the Humane Society, which he is very passionate about now, and give back to his community. I don’t condone what he done, But I do feel that Michael Vick has shown supreme courage.

I feel that anyone deserves a second chance to be able to repay their wrong. A lot people still put Michael Vick under fire because what he did was inhumane. I think he wants desperately to prove to the people of America who Michael Vick really is, not the dog fighter, but the football player. I feel it takes a lot of courage to come back to the scene after everyone knows your action of wrongdoing. Courage to be saying you did wrong, you messed up, but you’re not going to quit.

After reviewing the student draft, continue to the learning activity

http://extmedia.kaplan.edu/genEd/Media/CM107/CM107_1405C/CM107_Writing-Peer-Review/quiz.html

V. Evaluating Peer Review Feedback

If you’ve ever written a paper or report and felt a bit unsure whether your ideas are clear or not, or if you’ve found yourself staring at a draft and didn’t know exactly what to do to revise what you have written, you are not alone. It's challenging to look at your own writing and know what works and doesn't. This happens because when you write, you know what you want to say to your audience and the ideas as a result make sense to you. Often times, though, what makes sense to you as a writer may not be clear to the audience.
Writers need feedback that gives them perspective and objectivity so that during the revision process they know what is effective and what is ineffective in their documents and can work to solve any problems in content and organization that might prevent what they have written from reaching their audience and achieving their purpose.

Peer-reviews, as you learned in Unit 5, allow you to share what you've written and get specific revision suggestions from classmates. At this point, though, it is helpful to understand what to do with the feedback you received. If you apply the reading skills you learned earlier in the course, this will help ensure you get the most out of the peer-review process.

Begin by reading pages 8 and 9 of the following document:


**Activity: Evaluating a Peer Review Feedback**


Now that you have learned what an Academic Essay is and have reviewed and practiced the early stages of the Writing Process, complete the Unit 6 Quiz to earn your Activities credit. Then begin your work in the Unit 6 Discussion Board.