**Peer Revision Workshops**

**Guided Revision Activities Led by Peers**

**The purpose of the guided revision activities is to help you improve particular writing skills as you revise your essays, and to become a “peer expert” on those skills so that you may guide your peers through their own revisions.**

**DEADLINES, DIRECTIONS, EXPECTATIONS**

**PART 1: CREATE A SKILL LESSON (group)**

**Due at the start of class on Tues., 10/18 (worth 10 pts)**

Based on the writing skill assigned to you, read the assigned skill building information (see listing below and related documents). Use the reading to create a short PowerPoint or Prezi mini-lesson (two or three slides long) that explains the skill to other students.

**PART 2: WORK ON THAT SKILL YOURSELF (individual)**

**Due at the start of class on Tues., 10/18 (worth 10 pts)**

Take at least 30 minutes to apply what you’ve learned to your own draft. Add two or three specific “before and after” examples to your Power Point or Prezi presentation so that you can share with other people how you have concretely improved your essay using the skill that you’ve studied.

**PART 3: DESIGN A REVISON ASSIGNMENT (group)**

**Due During class on Tuesday, 10/18 (worth 10 pts)**

Add a final slide that assigns other students an exercise to improve the skill by spending 15 minutes working on the skill in their own essay draft.

**PART 4: PRESENT WORKSHOPS IN CLASS (group)**

**Due During class on Thursday, 10/20 (worth 20 pts)**

Be prepared to present the lesson to a group of students in class. Your lesson should be clearly laid out on the presentation and include the following:

1. 1-3 slides explaining the skill
2. Specific “before and after” examples from your own writing (something for each person in the group)
3. A prompt that will help students apply the skill to their own essay drafts

(Parts A-C should take no more than 10-15 minutes to share)

1. At least 15 minutes of writing time

**WRITING SKILL STUDY RESOURCE LIST**

|  |  |
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| NARRATIVE DEVELOPMENT | |
| Narrative | * See <http://depts.gpc.edu/~gpcltc/handouts/communications/narrativeessay.pdf> |
| ANALYSIS | |
| Thinking Analytically |  |
| Organizational Plan and Execution | This is also called “developing and coordinating sub-topics”   * See: <https://owl.english.purdue.edu/owl/resource/588/03/> |
| Matching Claims and Evidence |  |
| ORGANIZATION | |
| Paragraph Development | * See WIA 5e * See <https://owl.english.purdue.edu/owl/resource/606/1/> |
| STYLE/CONVENTIONS | |
| Sentence Consistency and Completeness | * See WIA 30a-d |
| Sentence Variety | * See WIA 32 a-b * See <https://owl.english.purdue.edu/owl/resource/573/1/> |
| Academic Voice |  |

\*Writing in Action textbook