

Purpose, Audience and Publishing

Student Name: _____

Student Paper # _____

Please fill in the blanks below with information about your paper.

My paper, titled _____,

is a _____, intended to _____

the audience (that/about) _____.

It would be published in _____ publication.

My thesis statement reads: _____

My main ideas are written below (the points of my argument or the supporting information I wish the audience to know):

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THIS PAPER IS DUE TO THE TEACHER IN FINAL FORM ON _____.

This document is adapted from the work of Dr. Charles Whitaker at Eastern Kentucky University.

For example, the peer reviewer could read the writing and note the following:

1. Something positive (strength)
2. One or two things to improve (problem areas)
3. Suggestions the writer might try (action statements)

Then, when the peers confer, the reviewer could provide feedback on each point to help the writer improve the organization or development of ideas.

Praise, question, and polish is an example of this type of protocol. The adapted version below helps students when they work together to revise content. It involves the three types of feedback.

1. **Praise:** Point out a positive quality of the writing or something you like. Be sure to explain why you like it. Be honest—do not say something works if it does not.

Sample sentence stems to scaffold student responses include the following:

- "_____ is very effective because _____."
- "I really liked the way you _____ because _____."
- "In this part, I think you used a lot of good _____."
- "My favorite part was _____ because _____."
- "This was really fun to read because _____."

2. **Question:** Identify a specific problem (something that is confusing or needs more explanation) and give a reason why a change is needed. Then, ask a question to help the writer revise (clarify or elaborate). Be specific and sensitive.

Sample sentence stems to scaffold student responses include the following:

- "I am not sure I understand this part that I underlined because _____. What else could you tell me?"
- "In this paragraph, I need more information about _____. What could you add?"
- "I do not see how this idea relates to your thesis because _____. Why did you include it?"
- "This part was not clear because _____. Would you tell me more about _____?"
- "Why did you say _____? What does it have to do with _____?"

3. **Polish:** Offer one or two suggestions (a plan that gives the writer a specific direction for revision).

Sample sentence stems to scaffold student responses include the following:

- "If you add more details after this sentence, it would help to clarify _____."
- "Instead of using the word _____, maybe you can use another word like _____ to better [describe explain, define, illustrate, express, or persuade] _____."
- "One suggestion I can offer for improvement is _____."
- "You might want to expand on _____."
- "You might consider changing the order of _____."