

## **Guidelines for Peer Editing**

Few writers can rely on their own judgments to know whether something they've written is clear to someone else. For one thing, by the time we finish writing anything, we usually know a lot about the topic. We know it too well to tell whether it would be clear to someone who is reading about it for the first time.

Peer editing sessions give writers an opportunity to find out what their writing looks like to someone else. Reviewers can help you discover whether what you've written is

- appropriate to your purpose and intended reader
- organized so that it's easy to follow
- clear, concise and easy to read

Peer editing will also help you get used to having others review your work. In most government workplaces, it's very common to be asked either to provide your work in draft form for others to review or to review draft documents written by others. In either case, it's useful to know what works best.

### **When You are the Reader**

- Always read through a piece twice
- Take the role of the intended reader
- Avoid "fixing" the problem
- Be honest but constructive
- Be specific

### **When You are the Writer**

- Explain the purpose and audience
- Take advantage of the opportunity
- Ask when you don't understand
- Don't take it personally
- Feel free to decline

**Step 1. Find a partner.** The partner will be with you through the whole semester. He/she will be your reader, reviewer, and evaluator. So find someone who you are willing to work with, and then be devoted to this partnership.

**Step 2. Send your work to the teacher and your partner by Sunday evening every week.** You partner could have time reading your writing at least once before class. The same as your partner does, you need to read your partner's work at least once before class.

**Step 3. Track your partner's progress in every aspect.** Does your partner get improved in grammar, in organization, or in any other aspect? Does your partner need to take more efforts on outlining, on brainstorming, or on any other aspect? Your duty is to track your partner's progress and to provide suggestions and useful tips.

**Step 4. Based on your observations, you need to evaluate your partner's performances in the end of the semester.** Your evaluation will be very helpful for your partner: you are like his/her mirror, reflecting his/her strength and weakness of writing.

*Note:* All the interactions between you and your partner will be counted as parts of your final grades. **Keep a record of every email, message, and evaluation form**—those documents will be evidence to show your devotion to the partnership during the semester.

----- **Agreement on the Partnership** -----

I, \_\_\_\_\_, would like to be the partner of \_\_\_\_\_ in the Intermediate Writing class. During this semester, I will do all I can to help my partner in every aspect of writing. I will discuss topics and develop outlines with him/her before writing, encourage him/her during writing, and review the work carefully and give advice after writing.

Sign: \_\_\_\_\_ Date: \_\_\_\_\_