PA 5711: Policy Memo 2 Peer Review

For this assignment, you will be assigned a peer review group (3-4 members, announced in class) and **two** memos to read before the in-class peer review session.

Peer review should be grounded in your experience as a reader. Rather than just telling the author what you think should be changed or fixed, focus on reporting your thoughts and perceptions as you read their paper. This allows the author to understand whether their text is impacting readers in the way they want to.

Before your peer review session:
Read each memo. Immediately after reading, record your responses to the following questions (bullet points and short phrases are fine). Do not spend more than 30 minutes per memo.

1. Summarize the main argument made in the memo in your own words.
2. Describe the evidence the author uses to support their argument in your own words. How effective was this evidence for their audience? Were the sources credible and clearly cited?
3. What aspects of the argument are most strong/persuasive/effective?
4. What aspects of the memo were most unclear or unpersuasive to you as a reader? Identify specific parts of the argument or particular sentences, phrases, or words.
5. Think back to workshop 2 and our discussions of citation, concision, and cohesion. Identify at least one part of your partner's paper that is strong in one or more of these areas. Identify another area where citation, concision, and/or cohesion might be improved.

Submit your response to your group's discussion board in Canvas as a reply to your partner's original post containing their memo.

During class:
Spend approximately ten minutes discussing each memo, following the steps below. You will begin your discussions in class, but may need to meet outside of class to complete your discussions.

1. Briefly introduce your policy memo. Mention any areas you would like feedback on and the type of feedback you find helpful.
2. Members of the group who did not read the memo before class skim it briefly (around 1 minute); members who did read the memo review their notes in light of their peer's questions.
3. Starting with the members of the group who read your memo ahead of time, discuss aspects of your memo that are the most persuasive and effective. Members of the group who skimmed the memo can contribute their observations from a brief skim.
4. Starting with the members of the group who read your memo ahead of time, discuss aspects of the memo that are weaker or less persuasive. Members of the group who skimmed the memo can contribute their observations from a brief skim.
5. Discuss any remaining feedback addressing the author's specific concerns (see #1).