

# Forming an Effective Peer Writing Group

University Writing Center, University of Utah

A dark blue diagonal graphic that starts from the bottom left corner and extends towards the top right corner, creating a triangular shape in the bottom right of the slide.

In this session we  
will:

- Discuss the logistics of setting up a writing group
- Talk about effective tutoring strategies
- Explore the resources provided by the Graduate Writing Center

# Our history with writing groups:

- More success with individual tutorials
- What has made writing groups *more* successful
  - Established time and location
  - Established group members and projects
  - Established etiquette and critique routines
- We do offer group tutorials led by a tutor

Moral of the story:

Establish expectations and  
logistics!



# Feedback fundamentals:

- Seek valuable partnerships (faculty, scholarship recipients, etc.)
- Creating a collaborative relationship
- Take time to understand what feedback is expected or desired—what does the writer want feedback on?
- AFOSP Principles

# Higher order concerns > Lower order concerns

## **ASSIGNMENT**

The writing demonstrates an understanding of the expectations and requirements of the assignment.

## **FOCUS**

The writing consistently serves a main point or arguable thesis.

## **ORGANIZATION**

The writing should have sections that function as a beginning, middle, and end. While not all types of writing have an introduction and conclusion, sections should build on previous information and continually return to the main points of the paper.

# AFOSP cont'

## **SUPPORT**

The writing contains evidence that supports the main point and any argumentative claims. Some examples of support are personal anecdote, verifiable research, and logical reasoning.

## **PROOFREADING**

The writing is "polished" and free of surface-level errors.

# Graduate Writing Center resources:

<https://writingcenter.utah.edu/>

- Individual and group tutorials available, in-person and online options.



# AFOSP

Taken from The WSU Writing Center's HIERARCHY OF VALUES FOR RESPONDING TO WRITING

**OVERVIEW:** The following criteria are used to help provide feedback on writing. The criteria are listed in order of importance and prioritize global issues (assignment requirements and main points/thesis) over local issues (organization and editing). Everything on the hierarchy is important, but structuring your feedback makes sure that you don't start with sentence-level issues when major sections of the paper need revision.

## ASSIGNMENT

**Description:** The writing demonstrates an understanding of the expectations and requirements of the assignment.

**Use:** Reviewers should address whether the writing demonstrates an understanding of instruction words, such as *summarize, analyze, compare and contrast, explain, and evaluate*. They should also determine if the writer met other particulars in the writing assignment, such as page length, number of sources used, etc.

## FOCUS

**Description:** The writing consistently serves a main point or arguable thesis.

**Use:** Reviewers should determine whether the writing adheres to a main point and establishes a relevant context for the discussion that follows.

## ORGANIZATION

**Description:** The writing should have sections that function as a beginning, middle, and end. While not all types of writing have an introduction and conclusion, sections should build on previous information and continually return to the main points of the paper.

**Use:** Reviewers should address whether the writing exhibits a logical progression of ideas and "flows" from one paragraph to the next. They will also check for unnecessary repetition of ideas.

## SUPPORT

**Description:** The writing contains evidence that supports the main point and any argumentative claims. Some examples of support are personal anecdote, verifiable research, and logical reasoning.

**Use:** Reviewers should determine whether the evidence provided in the writing serves its intended purpose. They should also address where claims are not fully supported or cited correctly.

## PROOFREADING

**Description:** The writing is "polished" and free of surface-level errors.

**Use:** Reviewers should address punctuation, spelling, verb agreement, capitalization, syntax, and other issues that could distract a reader or hinder the writer's meaning.