Peer Review Training Assignment (PRTA) #1

A. Peer Review Overview

Why is Peer Review so valuable to being a good writer?

As explained in the video, the benefits to giving peer review are numerous. Learning what to look for in the essays of others will make you much better at identifying and revising problems in your own writing. Despite feeling uncomfortable or perhaps unprepared in giving feedback to fellow writers, students should see peer review as a necessary part, in this case Revising, to the writing process just like Prewriting and Drafting. Furthermore, getting reactions from an audience (teacher, friend, peers) to what you have written is essential to inform your writing, to see what is working and what is not.

Key Commenting Strategies for Peer Review

Follow these key commenting strategies for peer review as listed in the video here. Be sure to watch the entire video to see examples of these techniques. As pointed out, there is clear distinction between global and local aspects in an essay. In the ENG0802/0812 courses, peer review should focus mainly on GLOBAL aspects. In other words, things like clarity of main ideas and supporting claims, essay/paragraph organization, use of supporting evidence, development of ideas and coherency of ideas constitute global aspects to an essay. Here are the 6 commenting strategies to apply when giving constructive essay feedback:

- Ask questions as an interested reader for things in the draft you don't understand
- Focus solely on Global before Local aspects (please do not comment on Local aspects)
- Use the language of the assignment criteria
- Offer constructive, specific criticism and use "I" statements
- Give specific reasons for your positive comments (**avoid** Great job and Looks good type comments as the reader will not know WHY you think that)
- Write an end note that summarizes the high-priority global aspects that need attention

Effective Peer Feedback Sample

Read this SAMPLE Peer Feedback to a Portfolio Self-Reflective Essay. Look for how the Peer comments on the following:

1. Examples of things working well in the draft.

2. Examples of the reviewer asking questions.

3. Examples of constructive, specific criticism using informal tone ("I" voice).

4. Example of specific high-priority global aspects.

B. Peer Review Task (10 points)

Imagine a classmate wrote the sample Introduction and 1st Body Paragraph below and you are to provide peer feedback. Read the student sample on pages 3 and 4. Complete the assignment on page 2 below:

1. **Choose** 1 global aspect that is working well in the draft. State specifically why you think that Global aspect is working well. Choose from these Global aspects:

   - Thesis and topic sentences;

   - Paragraph Organization,

   - Use of supporting sources,

   - Explanations/connections,

   - Coherency of ideas.

2. **Choose** 2 global aspects (see above) that are not working well in the draft. State specifically why you think that Global aspect is not working well.

3. **Write** a 200-word endnote with your feedback for the Global aspect working and not working. Include these parts

   a. Write your feedback for #1 and #2.

   b. What encouraging suggestions will you give?

   c. Write in informal tone using "I" voice.

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Eng0802 Sec. 825

Introduction and BP#2 for Essay 1 Draft 1

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<div align="center">Is Artificial Intelligence Dangerous?</div>

From Apple's Siri to IBM's Deep Blue, artificial intelligence (AI) is advancing, so much so it could reach a point of overthrowing humans. Factors like AI acquiring commonsense reasoning to Siri's comprehension of human conversation sparks the controversy discussed by Doc Huston, writer of the article "Why you should fear artificial intelligence" believing that the dangers of runaway AI are genuine (Huston 1). Whereas, Alan Bundy, writer of the article "Smart Machines Are Not a Threat to Humanity" thinks that the dangers of AI are ill conceived (Bundy 1). Both articles address the point of AI eventually meeting the same level of intelligence as humans, and through Huston it is expressed that AI will surpass us, but through Bundy it is conveyed to be unlikely. Both articles also cover the complexity of machine learning. Through Huston he illustrates that progression in AI learning will lead to the development of a negative view on humans, whereas Bundy explains that AI attaining intelligence similar to humans is improbable. Bundy's article in regard to AI's capability of outstanding humans is more effective than Huston's due to the logic of evidence, and its clarity of organization.

Bundy's claim regarding the improbability of AI acquiring general intelligence is more convincing than Huston's claim regarding AI developing a negative view on humans after

acquiring a more versatile intelligence, due to the logic of supporting evidence Bundy incorporates in his article. In Bundy's article he introduces the concept of general intelligence and in terms of AI this means possessing the capability of performing any intellectual task a human can (Bundy 2). In Huston's article he introduces the relevance of "machine learning" (Huston 2) and explains how current AI learn. Basically, current AI just need enough examples inputted in order to use statistical probability to find the best match. But he goes further and claims that once AI develops the ability to evaluate internet content, other problems will arise (Huston 2). The evidence that Bundy provides to further his opinion on the improbability of general intelligence is commonsense reasoning (Bundy 2). Bundy indicates that one of the key enabling technologies AI need to possess in order to achieve general intelligence is commonsense reasoning (Bundy 2). To support his opposition, he references a communications article that states that commonsense reasoning technology have indeed made improvements but still undergo many intractable problems (Bundy 2). In terms of the logic of supporting evidence, which was the communications article, it was clearly connecting to the argument since it was supporting Bundy's view against the likelihood of commonsense reasoning. The evidence that Huston provides to further his opinion on AI developing the ability to evaluate internet content is elaboration through his own view that once AI can do so it will be able to evaluate all of human history and knowledge (Huston 2). But then he clarifies that evaluation and comprehension are not the same thing, moreover, proving that AI would not have the ability to develop a negative view on humans. In terms of the logic of supporting evidence, which was his own explanation, it was not effective nor was it useful. Huston began to elaborate on how such statement could be possible but then proved his own argument to be unlikely. Due to Bundy's evidence his article became more convincing than Huston's

because of the logic of evidence Bundy provided; clearly connecting to his argument's flow

and proving his claim to be valid.   (Word Count: 576)

Peer Review Training Assignment #2

Overview

Giving effective and constructive peer feedback can prove elusive to students with limited practice doing it. The goal of this assignment is to further consolidate what you learned about the strategies to use as well as for you to reflect on the feedback you gave and received over the last two assignments: PRTA#1 and E1D1 Peer Feedback.

Task

For this assignment, please consider the feedback:

- you gave for the PRTA#1 and to your classmates' Essay 1 Draft 1s.
- your received from your classmates for your Essay 1 Draft 1. Please reflect on the questions below and write a formal response to each.

A. Giving Peer Feedback

Think about the peer feedback you gave to the student essay in PRTA #1 AND you gave to your classmates' Essay 1 Draft 1s. Write a paragraph response to the question:

1. *How confident are you in giving constructive, peer feedback using the commenting strategies listed in the PRTA#1 sheet and video?* Why? If not, explain what you need more help with to give constructive peer feedback.

B. Receiving Peer Feedback

Think about the Peer Feedback you received for Essay 1 Draft 1. Write a paragraph response to the question:

2. *Why was the feedback you received effective?* Identify specific commenting strategies and content feedback your peers used and say why they/it helped. However, if you found the peer feedback ineffective, please explain in detail why it was not helpful.

C. Improving Peer Feedback

Based upon what you have learned in giving constructive feedback and noticed in how others give feedback, write a paragraph response to the question:

3. *What specific ways can you improve the peer feedback you give*? Be specific and list at least 2 specific ways. Think about the Commenting Strategies you have learned:

   a. Focusing on global vs. local aspects

   b. Prioritizing the revisions in order of importance

   c. Using I voice more

   d. Asking more/better feedback questions

   e. Avoiding the "looks great" comments

   f. Not giving a specific reason for comments

   g. …and many others…..

To complete the PRTA#2, open a new Word document and only include your responses to the numbered questions above not the instructions.

<u>Refining Your Use of The Commenting Strategies</u>

In PRTAs 1 and 2 you learned what Peer Review is, how to give effective feedback, and what effective feedback looks like. In this assignment, you will apply all that you have learned to analyze a text and demonstrate that you can give effective feedback.

Task

Open a Word document and give an end and marginal comments to complete PRTA #3:

1. Read the student sample on the next page. Keep in mind that the student sample is part of a Draft 1, so be decide carefully which Global aspects to give feedback on for #2 below.

2. **Report to the Teacher**: Find one Global aspect that is working well and one that is not. Report your findings to the teacher. Include in your typed report the following:

    a. In a new paragraph, write a response to the question:

        i. What is your feedback for the 2 Global points you decide to mention for #1 above? Be specific.

        ii. Explain why you think each Global aspect works or does not.

        iii. Use neutral to formal tone.

3. **Feedback to Student**: In a new paragraph, give the feedback you have for the student sample directly to the student writer. The teacher is NOT your audience. Include in the paragraph:

    a. Use informal tone (using "I" voice).

    b. Explain clearly and kindly why the Global aspect work or do not work.

    c. Offer a suggestion to the writer on how to improve the aspect you explained in #b above.

Thesis: In order to combat the increasing amount of false information from circling the web and create a safer online environment, social media companies should implement strong content moderation rules and regulations.

The "misguided belief" that many social media users who oppose content moderation have is that they believe that any content that they post on social media falls under the First Amendment right of free speech. Additionally, those who believe so think that because their posts are protected by free speech rules, content moderation will essentially coincide with and violate the law. However, the First Amendment rights state otherwise. According to Jennifer Huddleston, the Director of Technology and Innovation Policy at the American Action Forum, "First Amendment speech rights restrain government, not private actors, when it comes to the regulation of speech. Therefore, the First Amendment doesn't directly implicate private actors such as social media companies". Thus, the argument and the inaccurate belief that these social media users uphold does not hold any factual value–the government nor the users have any say in which content can be removed or not, only private social media companies are able to do so. To much of the opposition's belief, the matter of the first speech rights is in favor of content moderation.