IOWA STATE UNIVERSITY®

Academic Success Center

Writing Strategies and Peer Review

Agenda

I. Revision
- Rhetorical situation
- Introduction & Conclusion (including thesis)
- Using sources
- Paragraph development & Transitions

II. Editing Tips & Strategies

III. Processing Feedback & Peer Review Strategies

Tips for Effective Communication

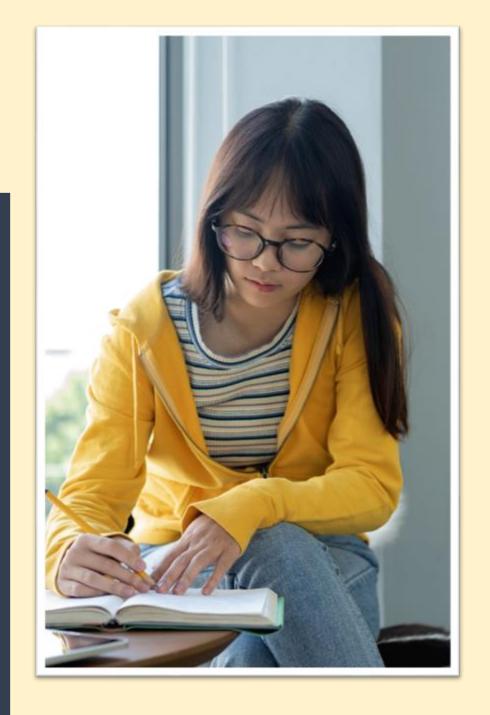To create effective communication, **pay attention to the rhetorical situation**, or all of the elements surrounding your communication.

- Know your **audience**
- Keep your **purpose** in mind
- Know the **context** or background information you need to provide your audience
- Understand **expectations of the genre**

Intro Goals

Typical Intro Elements:

- What does the reader need to know about the context?
- How can you engage them in the topic?
- Thesis/Preview "roadmap"

Thesis Development

- A thesis is a road map of your argument that each topic sentence/body paragraph should connect to.

- Typically, 1-2 sentences at the end of the intro.

- Sets up the argument based on . . .

  - the assignment question or prompt.

  - a claim that others might dispute.

  - an organizational pattern (such as problem, solution, feasibility).

Intro Practice

What would happen to humanity if everyone just stopped having babies? Although more endemic in some places than others, the global decline in birth rates has become a major issue since the end of the pandemic. My research here shows not only that birth rates are declining all over the world, but also that unless the threats are addressed, these drastic declines will only get worse.

(example from *Grammarly*)

***Practice*: What is strong and what can be improved? How could you clarify the thesis?**

Conclusion Goals

Typical Conclusion Elements:

- Quick Review!
- Do not introduce new information
- Why does this matter and what should they do about it?

Transition Examples

Transitions vary based on content or organization and can be both internal and between primary sections.

- **Sequence signposts**: First, next, then, in conclusion
- **Hook**: Now that we've explored ___, let's look closer at____.
- **Signal relationship between ideas**: similarly, in contrast to, generally, consequently, unfortunately
- **Provide emphasis**: in particular, for example

Considering Sources during revision

- How many sources are required? What citation style is required?
- Was the source "used", not just mentioned? (ie, did you use to agree with a point, disagree with a point, explain a concept?)
- Did you introduce and follow up on the source?
- Did you respond to the "who cares?" as well as the "so what?" by the end of the paragraph?

Editing for Conciseness

- The following tips can help you achieve concise communication:
    - Edit out **meaningless modifiers** (Ex: really, very, great)
    - Use **strong** verbs (limit "to be" verbs)
    - **Split up** longer sentences
    - Use **active** rather than passive voice
    - Create a reverse outline to determine what ideas you can delete or clarify.
- For additional suggestions: https://undergrad.stanford.edu/tutoring-support/hume-center/resources/student-resources/grammar-resources-writers/top-twenty-errors-undergraduate-writing

Editing Strategies

- To focus on sentence structure over content, start from the last sentence of your paper and work your way up.

- Read your piece out loud (or have computer read it to you).

- Ask a friend to read your piece out loud (or silently).

- ISU students can use Grammarly Premium for free: https://grammarly.engl.iastate.edu.

Peer Review Strategies

- Reflect on your goals first: What do you want your partner to focus on when looking at your work?

- Recommendations for reviewing your peer's work:
  - Point out strengths but don't stop at praise.
  - Give constructive comments with specific ways they can improve.
    - Focus on how choices (like organization) are meeting audience & purpose expectations.
    - Consider ethical requirements like citations.

Receiving or Processing Feedback

- How are you accessing and processing feedback?
- Recommendations:
  - What went well? What would you say to a friend if they received this feedback?
  - Focus constructive criticism on 1-2 areas.
  - What questions do you have?
  - Follow-up communication with the instructor! (review feedback, ask questions, identify revision opportunities)
  - How can campus resources help you with your next goals?

Where could Generative AI fit in your writing process?

The Artificial Intelligence Assessment Scale (AIAS)

1	**NO AI**	The assessment is completed entirely without AI assistance. This level ensures that students rely solely on their knowledge, understanding, and skills. **AI must not be used at any point during the assessment.**
2	**AI-ASSISTED IDEA GENERATION AND STRUCTURING**	AI can be used in the assessment for brainstorming, creating structures, and generating ideas for improving work. **No AI content is allowed in the final submission.**
3	**AI-ASSISTED EDITING**	AI can be used to make improvements to the clarity or quality of student created work to improve the final output, but no new content can be created using AI. **AI can be used, but your original work with no AI content must be provided in an appendix.**
4	**AI TASK COMPLETION, HUMAN EVALUATION**	AI is used to complete certain elements of the task, with students providing discussion or commentary on the AI-generated content. This level requires critical engagement with AI generated content and evaluating its output. **You will use AI to complete specified tasks in your assessment. Any AI created content must be cited.**
5	**FULL AI**	AI should be used as a 'co-pilot' in order to meet the requirements of the assessment, allowing for a collaborative approach with AI and enhancing creativity. **You may use AI throughout your assessment to support your own work and do not have to specify which content is AI generated.**

While AI may feel helpful, there are a number of pitfalls in addition to it constituting academic misconduct… Perhaps the syllabus doesn't speak directly to the use of AI – it is your responsibility to ask your instructor prior to using it. What is most important is that you are not using AI to **demonstrate** or **replace** your knowledge or understanding of the course content.

Office of Student Conduct, emphasis added

For the most up-to-date information, check the Office of Student Conduct's Website: https://www.studentconduct.dso.iastate.edu/

Don't replace your writing process with AI!

How can AI be used successfully?

- Generating ideas for keywords and related concepts about a topic
- Suggestions for databases to find information on a topic
- Suggestions to improve writing
- Checking grammar, sentence structure, synonyms, alternative phrasing
- Brainstorming
- Summarizing/rewriting notes
- Creating study schedules
- Pieces of code (not entire scripts)

Gallagher, Kelsey. "AI and Information Literacy: How the Overuse of Chatbots Suppress the Information Literacy Development ofCollege Students." *Library 2.0*, 6 Feb. 2024, www.library20.com/ai-libraries-cfp/ai-and-information-literacy-how-the-overuse-of-chatbots-supress-t.

Trusting your brain: You're better than AI at this!

- Generative AI makes up sources, and incorrectly utilizes real ones.
- When writing research essays, consider the following strategy instead
  - Condense to 1-2 cited sentences (citing everything that needs to be cited).
  - Show how or why this example(s) supports this topic sentence/claim.
  - Finish the argument: How can you further explain why this evidence matters or how it supports your topic sentence/claim?
  - Most of the paragraph should be your own words and thoughts, especially the start and end of each paragraph.

WRITING & COMMUNICATION CONSULTATIONS

What is it?

- Appointments for individual or group assignments
  - Help with written, spoken, or visual projects
  - Not just for English classes!
- Personalized support from a trained peer tutor
- Common Topics
  - Organizing a paper
  - Revising a resume
  - Practicing a speech
  - Grad school application materials

WRITING & COMMUNICATION CONSULTATIONS

Appointment Types

- Meet in-person in Hixson Lied Student Success, or meet with your consultant online!
- All appointments are 45 minutes in length.
- Online appointments can be held on GoogleDocs, Webex, or a combination of the two.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
2-5pm	9a-7p	9a-7p	9a-7p	9a-7p	9a-1p

How to schedule: Scan this QR code:

or on the EAB Navigate App

Thank you for your feedback!

Workshop title:
"Writing Strategies and Peer Review"

IOWA STATE UNIVERSITY
Academic Success Center

References

Biber, D., Johansson, S., Leech, G., Conrad, S., & Finegan, E. (1999). *Longman Grammar of Spoken and Written English.* Pearson.

Delgado, R. (2012). Hate cannot be tolerated. In G. Goshgarian, (Ed.), *What matters in America: Reading and writing about contemporary culture* (pp. 198-199). Pearson.

Graff, G., & Birkenstein, C. (2018). *They say/I say: The moves that matter in academic writing* (4th edition). W. W. Norton & Company.

Schick, K., & Miller, L. (2020). *So what?: The Writer's Argument* (3rd edition). Oxford University Press.