Critique: Google Doc Consultancy Groups

## Why Are We Doing This? 1. I want to help you get your papers ready for the public eye (your families, the veterans, other teachers, Fort Lewis College professors, Lori, ~~Louis,~~ Sen. Bennett, Rep. McLachlan, etc.) 2. We want to discover and name what makes good historical writing so that we can then all use those things to get your work ready for the public eye. Consultancy Group Rules:

1. Each group will have exactly 25 minutes to review each paper.

2. Each member makes the choice to:

**Be kind**- Don’t forget to offer warm feedback. Also, critique the work--not the person.

**Be specific**- No comments such as “It’s good” or “I like it.” These just waste time.

**Be helpful**-Echoing the thoughts of others or cleverly pointing out details that are not significant to improving the work wastes valuable time.

## Consultancy Group Roles:

1. An **author** with a paper that needs another some TLC and who is serious about quality work.
2. 2-3 **tuners** who give specific, kind, and helpful feedback to the author’s work.

4. Always, a leader arises out of the tuners, the **facilitator**, who calmly keeps distraction at bay and steers the group towards success.

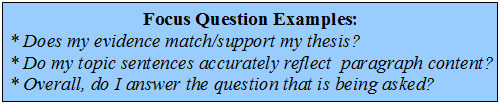
## Consultancy Group Script:

**First, Do These Things: (1-3 minutes)**

* Is the author’s paper saved on his/her Google Drive in a self-titled folder as “Tonkin Rough Draft, Content Critique (initials, MM-DD-YY)?
* Has the author shared the document with the consultancy group via GoogleDocs?
* Is everyone now logged in to the same paper and ready to critique?

1. **Reading** (7 minutes) No Talking At All.

**Author**- Brainstorm a focus question regarding your thesis, perspective, or historical thinking skills. This question points to an area of concern for you in your writing*.* Type this at the top of your paper.



**My Focus Question(s):**

**Tuners**- *Read and annotate essay* ***using comments feature.*** *Write* ***concrete****,* ***specific*** *feedback for each of the following questions:*

* **Purpose/Focus.** Is the thesis clear and does it answer the prompt?
* **Organization**. To what extent and how accurately are TEA paragraphs used?
* **Careful Thinking/Historical Thinking Skills**. Is there evidence of historical thinking skills in the analysis?
* **Evidence.** Why does/doesn’t the evidence make sense in the context of the author’s arguments?
* **Your favorite sentence.** Why, specifically, is it your favorite?

1. **Intro and Focus Question** (1 min) ONLY AUTHOR TALKS.

**Author**- *Paraphrase your thesis/perspective/evidence; provide your focusing question.***Tuners**- SILENCE! Dialogue is unproductive at this point.

1. **Tuners – Get Tuning!** (10 min) ONLY TUNERS TALK.  
   **Author**- SILENT, taking copious notes of the specific feedback at the end of his/her paper on Google Docs. **Tuners**-

*Favorite Sentence Discussion.* (2 minutes)  
 \* Tuners will discuss their favorite sentence by the author. Why is this sentence your favorite? Tuners will come to a consensus, and send a tuner to write that sentence on the board.

*Rubric-Based Discussion.* (8 minutes, approx. 2 minutes for each tuner)

\* In turns, each tuner must discuss their thoughts on the writing; suggestions for revision. Use the rubric, discussing specific strengths/areas for growth. Where would this essay fall on the rubric and why?

**Purpose/Focus.** Is the thesis clear and does it answer the prompt?

**Organization**. To what extent and how accurately are TEA paragraphs used?

**Careful Thinking/Historical Thinking Skills**. Is there evidence of historical thinking skills in the analysis?

**Evidence.** Why does/doesn’t the evidence make sense in the context of the author’s arguments?

1. **Reflection and Discussion** (7 minutes) AUTHOR FIRST, THEN TUNERS.

**Author-** Speak to comments/questions raised during the discussion while tuners are silent.

* Don’t defend your work, but reflect aloud on the ideas or questions that seemed particularly interesting and/or helpful.

**Tuners**- Once the author has finished reflecting, start a discussion with the author:

* What are the specific strengths of the essay? Be **concrete**! Avoid generalities!
* Where are the specific items that require refinement?
* How can the author make more of their essay like the “favorite” sentence?

**5. After all papers have been critiqued in your group:**

|  |  |
| --- | --- |
| What surprised you the most about the feedback you got today? |  |
| List 2 specific changes are you planning on making. |  |
| What specific changes are you planning to ignore? Why? |  |

**Finished? Make a checklist and prioritize what needs revising regarding your content.**