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.**