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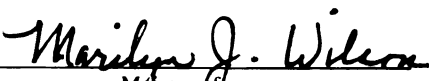
A Study of the Effect of Peer Responding
on the Responder as Writer-Reviser

presented by

Celeste Anne Resh

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of the requirements for

Ph.D. degree in English


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A STUDY OF THE EFFECT OF PEER RESPONDING
ON THE RESPONDER AS WRITER-REVISER

By

Celeste Anne Resh

A DISSERTATION

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ABSTRACT

A STUDY OF THE EFFECT OF PEER RESPONDING ON THE RESPONDER AS WRITER-REVISER

By

Celeste Anne Resh

Because studies of peer response have found only minimal support for the effect of peer response when assessing end of term writing samples, the goal of this study was to find a way of identifying the effect of peer response within the process of responding and revising over the period of a semester. If this study could show that responding has a beneficial effect on the responder as writer, it could help to more firmly support the practice of peer response in the composition classroom.

In attempting to discover whether responders learn things about writing that they come to apply in their own writing activities, this study developed a method of analysis that applied measurement categories based on the writing hierarchy to the response and revision data of three first year college composition students of varying abilities. For the three case studies, all of their written responses to peers' first drafts and all revisions made by the three students were coded into the measurement categories. The categories identified the quality levels of the responses and revisions, the levels at which the changes

were suggested or made, the form of the responses that were given, the kinds of revision operations that were undertaken, and the source or motivator for the revisions that were made.

Analysis of the data indicated that the measurement categories did allow identification of movement within the writing hierarchy. Further, this method of analysis appears to show that response activity does, at the least, predict future revision activity and possibly even influence it. Analysis of a larger sample of responders, and comparisons with a non-response class, are needed to confirm this preliminary study.

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CELESTE ANNE RESH

1994

To my husband, Jim Resh,
my mother, Helen Hering Meuwissen,
and my father, Arthur J. Meuwissen

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INTRODUCTION

This study focuses on peer response in terms of the value that accrues to the responder as writer. That is, it attempts to discover whether responders, in actively responding to other writers, learn things about writing that they come to apply in their own writing activities. More specifically, if Jane's responses to other students' writing moved from the typical beginning writer focus on wording to addressing the higher level concern of idea development, would her revisions of her own writing indicate she was applying the knowledge she demonstrated in her responses? If not, then would this developing sophistication appear in her revision activities at some later date within the semester? In sum, could active reading and responding to peer writing have an effect on the writing knowledge of the responder that could be identified within the process of responding and revising over the period of a semester?

Much of the research on peer response has studied its effect on the writing and the writers receiving the response, but very little has considered the effect that could come from the active producing of response. Research results, generally, have not shown a great deal of support

for the effect of peer response, however, and that may be at least partly due to where and how those researchers looked for its effects. Shortly after I began to review peer response research, I realized that I needed to look beyond the products and into the processes themselves if I hoped to discover any effects that responding might have in the brief learning period of a semester. Of the little research on peer response directed toward the effect of responding on the responder, I found none that had specifically analyzed both the response and the subsequent revision activity in an effort to identify growth. To accomplish this kind of analysis, I needed to look at a semester's worth of response and revision acts, and I needed to find a way of looking at this data that could provide a more detailed view of the effects of peer response. In preparation for this study, then, I gathered all of the work done in a semester college freshman composition class. The papers provided data regarding responses made to peers as well as revisions made from first to second drafts. In order to identify effects, I compiled a measuring system that would enable me to look closely into the fabric of responding and revising. Sets of writing hierarchy measurement categories were applied to the response and revision data of three students in an attempt to identify any increase of their knowledge of the writing hierarchy that might occur over the period of the semester.

If my research could identify that responding has a

beneficial effect on the responder, it would provide a distinct kind of support for peer response that other researchers have not been able to ascertain, primarily because of their focus on product rather than process. Most importantly, if my study could show that responding has an effect on the responder, it would justify the use of peer response even more than those studies which show that receiving response is of help to the writer. For, if the only value of response is the receiving of it, then what would be the use of having students respond when the teacher is certainly more capable? Certainly, some composition instructors have found value in peer responding activities because they have allowed the assignment of more writing than otherwise might have occurred due to large class enrollments. The question of large classes sizes aside, however, leaves the larger query, of what value to the student is the act of responding to others? To be able to show that students learn through actively responding would firmly support the practice of peer response in the composition classroom. Further, the method of analysis I have compiled could help to open the way for more detailed analyses of the peer response process.

Chapter 1 of this study contains a review of theory, practice, and research related to the role of collaborative peer response in the classroom. The review of the experimental research is categorized according to where the

researchers looked for peer response's effect--on the single paper being analyzed, on the writer, on the responder as commenter, or on the responder as writer. Chapter 2 describes the elements of the study. It includes both a description of the classroom setting within which the study took place, as well as an explanation of the particular measurement categories employed in the study. Chapter 3 provides a detailed analysis of the response and revision acts produced over the semester by the three case study subjects. The object of the analysis is to identify movement within the writing hierarchy that appears in the work of the three students. In Chapter 4, I use the writing hierarchy measurement categories to measure the effect of responding on the responder as writer-reviser, the main focus of this case study. The data is presented through comparisons of first and second half of semester performances. In the concluding chapter, I address the implications of the delayed effect of peer response and the importance of method and setting in the study of peer response, as well as teaching implications and questions for further research.

CHAPTER 1
A REVIEW OF RESEARCH ON THE ROLE OF COLLABORATIVE
PEER RESPONSE IN THE COMPOSITION CLASSROOM

Although the history of collaborative writing groups in the composition classroom goes back at least to the 1800's (Gere, 1987), current interest in their usefulness is generally agreed to be a direct result of the 1966 Anglo-American Conference on the Teaching of English at Dartmouth. Within two years of their exposure to the British model of student-centered education that endorsed process over product in writing, American educators joined in what has come to be known as a "paradigm shift" in the teaching of composition (Hairston, 1982). As Thomas Kuhn, who introduced the term, explained in The Structure of Scientific Revolutions (1962), "Paradigms shift when a shift in vision occurs" (119). After Dartmouth, the slow shift toward viewing writing as a process became gradually more visible, and one of the signs was that more and more composition teachers began to address the possibilities of writing groups in the composition classroom.

PEER RESPONSE THEORY AND PRACTICE

Among the earliest and most prominent spokespersons for peer response was James Moffet who endorsed the practice in Teaching the Universe of Discourse (1968). He argued that learning to use language required "the particular feedback of human response, because it is to other people that we direct speech. The fact that one writes by oneself does not at all diminish the need for response, since one writes for others" (191). More support for the value of writing groups to the process of writing came from Donald Murray's A Writer Teaches Writing (1968). In it he described how professional writers profit from feedback, and he suggested that students could receive similar benefits by employing writing groups in the classroom. Another call for group work came from Ken Macrorie whose Writing to Be Read (1968) urged that students read their work aloud to one another and receive peer rather than teacher response. The publishing of these three books in 1968 brought a good deal of attention to writing as a process as well as to the practice of group/peer response within that process.

Peer review and evaluation, which had been receiving some enthusiastic recommendations prior to Dartmouth (e.g. Dusel, 1957; Mersand, 1961; Johnson, 1962), continued to be appreciated by Peter Elbow (1968) who advised that copies of papers be distributed in a class so students could "judge

their effectiveness" (117). Stephen Judy (1970) looked beyond the evaluative aspect and recommended that students share writing with one another because they "probably constitute their own best audience" (216). In 1971 Elbow also noted the importance of audience to his students who had begun to write with the awareness that peers would be reading their work. Two years later, in Writing Without Teachers (1973), Elbow described a "teacherless" writing class. His students read each other's writing with the goal being "for the writer to come as close as possible to being able to see and experience his own words through seven or more people" (77) thus providing the writer with a sense of how the reader experienced the writing.

Writing teachers and researchers experimenting with the student vs. teacher centered approach to audience found a variety of positive effects. According to Bruffee (1973), peer response contributed more learning as well as better writing. Graber (1974) found that student writing improved in the "teacherless" writing class. Judy (1975) advocated peer editing because "one doesn't need to be an expert in composition and rhetoric to make useful suggestions about the clarity and effectiveness of writing" (112). He also urged teachers to "encourage group and collaborative projects" in order for students to be able to share their skills and knowledge with one another (113). Such writing group situations, according to Beach (1976), result in revision based on peer evaluation that contributes to

intellectual growth. Peer evaluation also provides "a kind of motivation" that Beaven (1977) did not see in other approaches to evaluation.

The peer response benefits of motivation, audience awareness, revision skills, and improved writing ability were joined in 1982 by another, the writers' ability to maintain authority over their own texts. Brannon and Knoblauch (1982) effectively represented the argument that the authority which teachers frequently usurp is returned to the authors when the writing group attends to the writers' concerns and intentions.

The authority and value of writing groups received two boosts in 1984, the first from the NCTE Commission on Composition which encouraged the practice of students commenting on each others' writing; peer response was officially accepted. The second came from Kenneth Bruffee's (1984) discussion of the history and ideas behind collaborative learning. Of particular import was his assertion that "no student is wholly ignorant and inexperienced," rather, each is "already a member of several knowledge communities... (and) pooling the resources that a group of peers brings with them to the task may make accessible the normal discourse of the new community they together hope to enter" (644). He pointed out that the success of collaborative conversation depends upon the teacher judiciously designing an assignment that indirectly structures the desired conversation (644). Bruffee's

insistence on the importance of effectively making collaboration a "genuine part of students' educational development" (652), was capped by his conclusion that to do so "requires new and perhaps more thorough analyses of the elements of our field than we have yet attempted" (652). Gradually, perhaps partly as a result of Bruffee's call, more research began to focus on the claims of the theorists and practitioners.

THE CONCEPTUAL BASIS OF COLLABORATIVE PEER RESPONSE

In a recent discussion of collaboration, Harris (1992) characterized it as a "powerful learning tool--to promote interaction between reader and writer, to promote dialogue and negotiation, and to heighten writers' sense of audience" (369). She added that the tradition of the student in a position of passive acceptance of knowledge from an authority has been replaced by that of the student's active involvement in the process of collaboration (369). Contributors to this shift from the tradition of passive learning to the recognition of learning as active laid the groundwork for the acceptance of peer collaboration as a sound educational practice through their recognition of knowledge as a social construct.

One of the most prominent contributors to this shift was Thomas Kuhn in his book, The Structure of Scientific

Revolutions (1962). By persuasively arguing that a good deal of scientific knowledge is a social construct produced by the scientific community, Kuhn helped to popularize the growing rejection of the fixed view of knowledge. In her comprehensive book on writing groups, Anne Ruggles Gere (1987) traces the history of the fixed concept of knowledge. Gere observes that St. Augustine's view of knowledge arising from God and disseminated by the priests who studied scriptures began to change in the sixteenth century as science became the source of knowledge. Then Descartes' assumption that the mind could observe but not interact with the universe continued to support this fixed view of knowledge. The development of quantum physics as well as developments in philosophy gradually led to a move away from knowledge as something to be discovered and toward scientific knowledge as something that is, to some degree, socially constructed. Gere points out that the philosopher Richard Rorty extended Kuhn's argument to include all knowledge and developed his argument with reference to the work of Heidegger, Wittgenstein, and Dewey. Knowledge as social construct appears in fields such as reading and critical theory, as well. Stanley Fish argues that linguistic and interpretive norms are not embedded in the language but in the interpretive community. John Frow talks about criticism that would reach a "meta-interpretive level where our concern is not with the rightness or wrongness of a particular reading but with the formal and social

conditions and preconditions of interpretation" (186). Post-structuralist thought recognizes the impossibility of any definitive explanation of texts. Clearly, the non-Cartesian view of knowledge as a social construct has gained significant recognition.

This non-Cartesian or social constructivist understanding of the creation of knowledge has also had its influence on education and certainly on writing groups. As Gere explains, "The social view of knowledge, which assumes an indeterminate text in writing groups, supports an enriched concept of writing. When writing constitutes the task of collaboration, the process of working together enables writers to use language as a means of becoming competent in the discourse of a given community. Learning, when conceived in collaborative terms, assumes a socially derived view of knowledge and opposes a fixed and hierarchical one" (75). Support for this social view of knowledge can also be found in the experiments of Lev Vygotsky accomplished in the 1920's and 1930's.

Vygotsky's studies of children's development of thought and language drew on and surpassed Piaget's. Reversing Piaget's view of thought as preceding socialized speech, Vygotsky (1981) proposed instead that

"the primary function of speech, in both children and adults is communication, social contact. The earliest speech of the child is therefore essentially social... (19)

Vygotsky further observed that children pass into a stage in

which egocentric speech emerges. When children are moved to stop and think, they tend to think aloud, and this type of speech serves "mental orientation, conscious understanding... it is speech for oneself, intimately and usefully connected with the child's thinking" (1981, 133). Eventually egocentric speech, which has its roots in the external, becomes inner speech.

As Vygotsky continued to study the process of language development, he developed an explanatory concept, the "zone of proximal development," a term that describes "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (1978, 86). Wertsch (1985) affirms that what Vygotsky is describing is translatable into small groups of individuals "engaged in concrete social interaction" (60). Consistent with his description of the initial stages of language development as social in origin, the "zone" theory not only reaffirms the social element of learning but also acknowledges peer collaboration as a useful learning tool.

Forman and Cazden (Wertsch, 1985) find support for peer interaction's importance in the school based on the Vygotsian theory that social interaction activates intellectual processes which gradually become internalized. Referring to a student of Vygotsky who cited his belief that speech creates intellectual capacity only through use of its

instrumental capacity, Forman and Cazden reason that peer tutoring should work as well as adult-child interaction. Their study of peer collaboration, where neither peer is explicitly more knowledgeable, showed that assuming complementary roles allows collaborators to "solve problems together before they are capable of solving the same problems alone" (341). In their conclusion, Forman and Cazden note that the valuable parent-child interactions that seem to stop when school begins can be continued through peer interaction: "The only context in which children can reverse interactional roles with the same intellectual content, giving directions as well as following them, and asking questions as well as answering them, is with their peers" (344). Peer collaboration, seen in the light of both knowledge as a social construct and social interaction as the foundation of thought and language, appears to be a potentially useful component of an effective educational system.

EXPERIMENTAL STUDIES IN PEER RESPONSE

Prior to the Dartmouth conference, and spurred by the post World War II boost in college attendance and the expected deluge of baby boomers, educators had begun to look at the efficacy of peer response in the college classroom. Claims arose that peer response--described variously as peer editing, peer critiquing, peer review, peer evaluation, and

peer interaction--could improve student writing as well as achieve reduction of the teacher's paper load. A typical example, Charlton Laird's "Oregon Plan," described in "Freshman English During the Flood," (1956) was the subject of an experiment at the University of Oregon. Laird arranged small groups and asked the students to grade each other's papers. He reported that his job changed from one of criticizing to one of showing the students how to criticize. As a result, the students received more instruction in writing than in the previous teaching arrangement. In a review of the Oregon experiment, John Sherwood (1958) reported that improvement in writing was basically the same in both the control and the experimental groups. Similar results have been reported in dissertations as recently as the 1980's.

Despite the unproductive-appearing results of the early studies, researchers continued to search for the potential contributions of peer response. As their focus turned away from the simple question of whether teacher or peer response would improve a particular piece of writing and toward the question of what makes better writers, they began to find more to value in peer response. Following is a survey of studies from the past two decades categorized according to the element which seems to be the object of primary interest in each study of peer response: the paper, the writer, or the responder. The first method of gauging the effectiveness of peer response involved comparing the

quality of drafts of papers for which the author did or did not receive oral or written peer response. Other studies looked to see what effect peer response has had on the writer who received it. Finally, some studies focus on identifying the value of peer response to the persons actively doing the responding; this act of responding can be assessed in two ways--in terms of its effect on ability to provide helpful response, and in terms of its effect on the writing ability of the responder. While studies concerned with the quality of the effect of peer response on the writer and on the responder appear to have garnered greater researcher attention in the last two decades, interest in whether particular papers will demonstrate the salutary effects of peer response has continued to be under study.

The Effect of Peer Response on Papers

Researchers searching for statistically significant evidence of the superiority of peer response over other methods of improving papers have yet to gather a great deal of evidence, yet no analysis of papers has proven it ineffective. In her analysis of the papers of high school seniors which had received peer feedback based on checksheets, Jones (1977) found that the students accepted more peer criticisms than they refused. Further, seventy-two percent of the criticisms received and acted upon produced improved papers; the improvements, however, were primarily in the area of diction. Using pre- and post-test

essays, Jenson (1979) investigated the effects of peer feedback on writing performance and revision behavior of junior high school students. She found that the experimental groups, who had produced written peer feedback twice for each paper throughout the term, achieved statistical significance of .05 or more for variables which included quality of writing and amount of revision undertaken.

In a study that looked at papers of college freshmen over the period of a semester, Ziv (1983) found that, as the students gained more information from her revision strategy sessions and applied that knowledge during oral peer group sessions, the papers improved as writers gradually came to incorporate their peers' suggestions. An analysis of fourth grade students' first drafts and their revised products by Hittleman (1983), found that peer conference techniques and the content-focused written comments of the teacher appeared equally effective. Bielecki (1987) compared two types of peer response, reader-based and criterion-based editing along with a traditional teacher response to writing. Significant improvement occurred in all three groups of twelfth graders with no statistical difference between them, but it was Bielecki's observation that the papers receiving response from peer editors seemed to have improved more than the others. DiMento (1988) compared the effect of self-evaluation and peer response on the writing of twelfth-graders and found that although the quality of papers

appeared to improve, the data did not support the superiority of either one.

In her study of university students, Barcelow-Hill (1988) took a new direction, intending to investigate how critiquing affects the responder/writer, but her evaluative focus was limited to analyzing a writing sample at the conclusion of the study period. While she observed that the experimental group had become relatively adept at peer critiquing, Barcelow-Hill found no difference between the control and the experimental groups in their performance when she analyzed a final writing sample. Although she intended to head in a new direction in terms of looking at the responder/writer, Barcelow-Hill used the traditional analysis of a final writing sample to determine the effect of peer response. Her results reflected those of the Oregon experiment undertaken over thirty years earlier, which could suggest that either there is little or nothing of value in peer response, or there is little or nothing contributed to the understanding of the value of peer response by final product analysis.

The Effect of Peer Response on Writers

In a review of studies where the assessment focuses on the effect of peers' responses on the writer, it appears that the attempt to look beyond the analysis of final essays allows researchers to see more of value in the process. In addition to the studies of student writing, analyses of

taped oral discussions and student responses to questionnaires have produced insights for some researchers.

Danis (1980) found that college sophomores who experienced peer response workshops developed an audience awareness that resulted in an increased understanding of the need for elaboration and explicitness as well as the need to attend to clarity of structure. Writers in the study also cited other advantages including mutual encouragement, the exchange of ideas, and the discovery of insights into their own writing, including the ability to identify their own strengths and weaknesses.

Audience awareness was the subject of Reynolds' (1987) study in which he looked at both the pre- and post-tests as well as the writing exercises and composing aloud protocols of college freshmen. Both the statistical and the descriptive data indicated a significant shift toward audience-consciousness in the collaborative group while the individual treatment group remained oblivious of it. Further, he found that the development of audience-consciousness resulted in a greater ease in producing text for the writers.

Similarly, Bender (1989) cited college student responses to questionnaires that indicated group response contributed to the writers' sense of audience as well as their sense of purpose and style. Bender concluded, based on her study of peer comments and the student writer, that, in general peer comments are "stimulating, motivational,

challenging and supportive" (174) to the writer.

Gibbs (1990), like Bender and Reynolds, found that the fifth grade writers in her study were strongly influenced by comments received from peers. Similar to the subjects in Reynold's study, Gibbs' writers produced a high percentage of reader-based writing as a result of group members' responses. Additionally, Gibbs concluded that writers developed new revision strategies as they internalized each others' strategies. She also noticed both improved writing and increased length in texts produced--accomplishments similar to the greater ease in producing text that Reynolds noted in his writers.

The use of research methods beyond examining a final piece of writing apparently allowed these researchers to observe more of value in peer response than occurred in research focused primarily on comparing control and experimental groups' final writing products. This broader view appears to accompany the shift from the focus on paper quality to a focus on the writers themselves and how they are affected by receiving peer response.

The Effect of Peer Response on the Responder as Commenter

Many of the studies of peer groups found, among other things, that participating in peer response groups did affect the responder's ability to respond to or comment upon others' writing. From explanations of how students become good critics to claims for the internalization of language, researchers found, through observation of group work and

through analysis of oral tapes and student responses to questionnaires, that peer response activities affected the responder as well as the receiver of the response.

In her study of peer group writing evaluation, Ziv (1983) discovered that while the college freshmen writers had trouble accepting criticisms, the responders' skills improved over time. She found that while peer comments on surface level matters remained the same throughout the semester, there was a progression in the nature of comments at the conceptual and structural levels. Students eventually moved beyond simply criticizing a writer to being able to offer valid revision suggestions. Ziv credited not only student interaction but also teacher sessions focusing on potential revision strategies for the increase in ability to respond helpfully to conceptual and structural problems.

In her study of a college basic writing class, Coleman (1984) used a revision taxonomy to analyze the oral contributions of response group members and found them developing an awareness of the necessity for making changes that would advance the meaning of their texts. She discovered that while they were able to demonstrate this in their group talk about papers, their written work did not yet reveal the increased knowledge. In a similar study of fifth, eighth, and senior high students, Gere and Abbot (1985) found that students participating in peer writing groups grew more adept at discussing writing. The researchers described students as frequently internalizing

the language they heard as they participated in group sessions.

The effect of the workshop on peer critiquing and subsequently on the participant's ability to write was the focus of Barcelow-Hill's dissertation and, as noted earlier, she found no difference between control and experimental groups on a final writing sample. However, she did see both more diagnostic and more sophisticated comments in the experimental group by the end of the term. Wauters (1988) instituted a system in which pairs of college freshmen critiqued another student's paper. Critiquing pairs changed each time the class met to critique papers, and Wauters observed that they benefited from this exposure to different standards which subsequently caused them to examine the validity of their own.

Bruffee's call for more thorough analyses in the field of composition appears to be being met by those researchers whose focus has turned toward the act or process of collaboration and away from a sole concentration on the product of it.

Peer Response Effect on Responders as Writers

As researchers look for more than the information gained from evaluating a final piece of writing, they seem to be seeing more deeply into the fabric of the process of developing as a writer. When Danis (1980), who found no actual improvement in final writing samples, listened to what her college sophomores were saying about their peer

group experiences, she found evidence of internalization of writing knowledge. She cited students who commented on their newly developed tendency to keep in mind previous criticism as they composed new papers: "The group put a question mark by 'it,'" said one; "now, when I type 'it," I stop and think... I'm explaining myself better now" (141). Although analysis of final writing may not have discovered it, the interviews make it clear that peer response affected these writers as they approached fresh writing assignments.

In students' learning logs and in interviews with students, Coleman (1984) found evidence of the college basic writers' growth in ability to self-monitor. From almost no self-monitoring on their first papers during group discussion, the students in her study made more comments about their own papers than others did by the end of the semester. She also noted that students were "taking their audience into consideration much more as they monitored their own writing" (27), an improvement she treated as a separate issue and credited to the teacher; however, it would seem more likely that interaction with a peer audience of responders is more directly related to audience awareness than any admonition a teacher could produce. Similarly, Freedman (1987), whose data included audio and videotapes, ethnographic note taking and all writing materials, found the ninth grade peer response groups in her study capable of aiding students in responding to their own writing.

Recently, research by Baum Brunner (1990) has offered a

broader vision of the contributions of response to the responder as writer. Her research on twelfth graders' writing and revision involved analyzing both audio-taped sessions and the drafts and revisions produced in a twelfth grade writing class. In analyzing the data, she offered a vocabulary for describing the kinds of contributions that peer response offers to the writing student. The traditional form of response centered around evaluating strengths and weaknesses of a text is called Intra-Textual talk. Baum Brunner suggests that two other forms of talk are also involved, Inter-Textual, a type of talk that connects different types of texts, and Extra-Textual Response which is talk that helps students learn how to talk about texts. Growth in ability to talk about text included the ability to be direct and directive in collaboration with others while focusing on a few topics. As a result of her study, Baum Brunner concluded that the strength of the relationship between the various styles of talk and writing itself may require creating changes in one of the modes in order to make changes in the other one. In looking closely at four individuals, she found that three of the four made changes in both their response talk as well as in their writing, and the fourth made few changes at all. Her conclusion goes beyond the question of whether commentary is of value or not and asserts that commentary is a bellwether of changes in writing ability, an assertion that is the focus of my own research for this dissertation.

As research has moved beyond the product itself and begun to look along the process of writing and responding, we seem to be finding more to value in terms of what peer response has to offer in the composition classroom.

Relevant to composition research is the comment of the forest biologist who has developed an expertise in studying forest canopies, a part of the forest ecosystem that ground-bound scientists had ignored: "Where you put your traps is going to have a huge effect on what you get" (Pennisi, 409).

Some of the Problems Affecting Successful Peer Response

Research on the effects of peer response can be complicated not only by the choices made about what aspects to focus upon, but also by the dynamics of the collaborative interaction within the classroom setting. Bruffee (1984) identified five elements without which the collaborative conversation among peers can break down: students need knowledge of the subject being written about, knowledge of the assignment, sensitivity to others' needs and feelings, knowledge of the conventions of discourse, and knowledge of the standards of written English (644). Likewise, Karen Spear (1988) identified limitations that included "lack of ability or intellectual readiness to read and revise effectively," and "basic confusions about the nature of process and product in students and teachers alike" (51-2). This confusion, Spear explains, is manifested in several ways including "miscues from teachers that collapse process into product," a lack of interaction skills that affects

both the students' reading and revision of others' drafts, and restrictive reading strategies (52). That it is no small task to judiciously design an effective collaborative conversation, as Bruffee puts it, becomes apparent in a review of the literature on peer response. Among the studies reviewed in this survey of the literature, the predominant cause of problems in peer response appears to be a combination of Bruffee's element of sensitivity and Spears' identification of a lack of interaction skills among the peers.

Danis (1980) noted in her study of college sophomores that a quarter of the papers had major difficulties overlooked by the students in their oral response sessions. In follow-up interviews over half of the students said they had been reluctant to comment negatively on peer papers. Danis primarily blamed both student uncertainty regarding the peer response task as well as limitations related to the social situation due to fear of offending peers (148). Similarly, Ziv (1983) observed that the oral and written responses of college freshmen were often valid criticisms, but the receivers of the criticism resented and thus ignored it. Eventually, however, the students began to make helpful suggestions which were subsequently implemented by their peers. Ziv felt her students "became good critics as a result of their interaction with their peers and because throughout the semester, I interspersed peer group sessions with class sessions about revision strategies they might use

when rewriting their papers" (9). It seems likely that her instruction in revision strategies was the primary reason for improvement in group interaction, and apparently the passage of time helped bring sensitivity to the peer responders.

The need for instruction in sensitivity and interaction skills appears in a case study of three college freshman writers. Berkenkotter (1984) sees her case study subjects respond to oral peer feedback in three entirely different ways, only one of which seems unharmed by the experience. She concludes by cautioning that students' sense of authority over their texts may be threatened by peer response that is not appropriate. Once again sensitivity affects peer response effectiveness.

George (1984) discovered other failings in her study of oral peer groups in a college freshman English class. One of the most serious failings, she noted, was that even after a particularly good discussion, the writers did not recognize as worthwhile the useful comments that had been made. Second, in their reading of essays, the responders did not look critically at how ideas were presented, but rather tended to pick up an idea and discuss it in isolation. Finally, two of the three groups, the "leaderless" and the "dysfunctional" groups (321), did not achieve productive interaction in terms of giving one another useful advice. George's proposed solutions include asking students to bring questions about their papers to the

group, to talk through their papers before or after reading them and explain where they had difficulty, and taping the sessions or asking students to review their discussion at its conclusion.

In a study of oral peer response groups in two ninth grade English classes, Freedman (1987) found that the peer response groups could help students respond to their own writing, and the group members encouraged and questioned one another, but did not engage in talk that evaluated other writing. The students not only avoided discussing writing problems, they also resisted using response sheets provided by the teacher. Solving the sensitivity problem would no doubt improve the interaction skills of these students.

More recently, Wauters (1988) and Mabrito (1991) have confronted the sensitivity issue in their peer response groups. Wauters noted the tendency for disillusioned composition instructors to give up on peer response which they find results in "disappointingly brief or trivial" verbal exchanges that produce insignificant changes in their drafts (157). Citing numerous limitations of the Bay Area Writing Project model of small group oral response, she argues that a code of mutual protection keeps most groups from honest interchange and results in "aimless verbal abandon" (158). Acknowledging that some groups do improve over time, Wauters notes that the conflicts of weaker groups also tend to grow over time. Further problems result when initial groups shrink as the term progresses. Wauters'

solution for her college freshmen is not to add more teacher directed activities in order to control the groups, but an alternative model which she calls "non-confrontational critiquing" (157). In this approach students are paired up to read a paper of another student which will be revised after the writer reads the peer comments. Since the student whose paper is being read is reading another paper somewhere else in the room, there is no time wasted on unfruitful confrontations. Not only does this model avoid many of the group problems, according to Wauters, it also increases participation of students who usually contributed little to group discussions. She allows students to choose their own partners for peer critiquing, but she also asks them to find new partners each time. Their job is to read, defend their opinions to each other, reach a consensus, and write their response to the paper. Wauters spends the first two weeks of the course on peer critiquing training. She emphasizes the importance of convincing the students that they already have the skills necessary to critique but, near the end of this period, she gives them a peer critiquing form to use which she argues establishes clear criteria that allows students to respond more meaningfully. Although Wauters may be propping up her students in the first part of her training and then undercutting them by supplying a critiquing form, it is quite clear that she has avoided the sensitivity and interaction problems that can sabotage small group oral peer response.

Sensitivity to small group interaction is the focus of Mabrito's (1991) study of eight first year college writers, half of whom were "high apprehensive" writers and the other half of whom were "low apprehensive" (509). Observing that it takes a composition teacher time to establish a community of trust with any peer groups, Mabrito points out that it is even more difficult when dealing with the high apprehensive's stress at being placed in a situation where not only is the writing made public, but public verbalization in response to other writing is also demanded. Using electronic mail as the medium through which the students gave and received peer response, Mabrito found that the group of high apprehensives participated on the same level as the low apprehensives in terms of giving response, a considerable improvement over their face-to-face performance. Further, they responded more to e-mail suggestions for revision than they did to face-to-face recommendations. While e-mail response is not available to the average writing class, the effect is much like that achieved by Wauters in her non-confrontational critiquing pairs arrangement.

In an article about things that go wrong with student-centered teaching, Mary Rose O'Reilly (1989) noted how students who have been through progressive education "put their chairs in a circle, like well-modified rats, as dutifully as students of 1967 faced the front," thus appearing obliging on the surface while remaining resistant

underneath (144). We find similarities within the dynamics of collaborative interaction in some peer response group classrooms. Students will obligingly respond with innocuous comments because they fear both offending others as well as receiving retaliatory remarks. Since sensitivity to confrontational interaction occurs as a problem in many studies of peer response, this problem needs to be acknowledged when we look at peer response research that does not report the kind of success that its theoreticians and proponents believe is possible. Sensitivity, while a difficult problem, is not the only one as Kenneth Bruffee makes clear in his effective discussion of collaborative learning (1984):

Organizing collaborative learning effectively requires doing more than throwing students together with their peers with little or no guidance or preparation. To do that is merely to perpetuate, perhaps even aggravate, the many possible negative efforts of peer group influence: conformity, anti-intellectualism, intimidation, and leveling-down of quality. To avoid these pitfalls and to marshall the powerful educational resource of peer group influence requires us to create and maintain a demanding academic environment that makes collaboration--social engagement in intellectual pursuits--a genuine part of students' educational development (652).

As important as those elements critical to the successful practice of collaborative peer response are to the classroom, so, too, is the acknowledgement by researchers of the presence or absence of those elements in the peer response situations they are studying. Without a comprehensive review of the critical elements and potential

pitfalls present in the classroom being studied, researchers risk being in the position of finding only that the particular teacher has inadequately organized a peer response situation rather than whether or not the practice itself is of educational value.

Over the past few decades, the practice of peer response has steadily gained adherents among composition specialists, if not solutions to problems that have existed since its inception. Conceptual support for viewing peer response as a learning tool continues to grow as the social view of knowledge gathers a wider audience. However, until recently, research has not found support of any appreciable degree for the practice of peer response in the composition classroom. Unimpressive results seem to occur most often when the focus of the study is on the final product of composition. As research moves beyond looking simply at the end product, some researchers are finding that peer response activities apparently increase audience awareness, and others are seeing an increase in ease in talking about and producing text. These results suggest that peer response studies are likely to find more support for the practice as they move beyond the final product of writing and look more closely into the fabric of the processes that the writers go through as they write, respond, and revise. An additional reason for the absence of stronger support in research results may be due to studies that focused on classrooms

where peer response situations were under-developed. As should teachers in the implementation of collaborative activities, so should researchers attempt to identify the existence or absence of elements critical to successful peer response, thereby providing an informative context within which their results can be assessed. Attending to this important consideration, as well as to the processes involved in peer response, should help researchers to provide a clearer view of the effect and value of peer response in the composition classroom.

CHAPTER 2

ELEMENTS OF THE STUDY

INTRODUCTION

Increasingly, peer response has become the subject of much study, but little has focused on the internalization of writing knowledge as a result of active response to peer writing. One of the few to look into this area, Baum Brunner (1990), concluded that the talk she heard as twelfth graders commented on each others' papers was a bellweather of changes in their writing ability. She suggested that the strength of the relationship between the various styles of talk and writing itself may require creating changes in one of these modes in order to make changes in the other. (She seems to be suggesting that, for example, students who focus only on mechanical concerns in writing as well as peer response might move beyond that in response, say, if they are taught to move beyond that level of concern in their writing.) Her conclusions seem well-founded and may help to explain those studies that found peer response to have little if any effect on writing. It seems logical to assume that ineffective response techniques would affect the outcome of response, yet studies have continued to reach

weak conclusions about the effect of response itself without considering that the effect may depend upon the techniques or methods of responding. As this researcher noted in the previous chapter, some of these weak findings may be due to the focus of the research, but it also seems likely that they may result from the particular approach to response used by the groups being studied. Ideally, a study of the effects of peer response should occur in a classroom where the teacher has had the time to develop a peer response approach that has resolved the kinds of drawbacks noted in the previous chapter, particularly the problems of sensitivity and the lack of interactive skills. The task of judiciously designing an effective collaborative conversation, as Bruffee has recommended, needs to be addressed before a researcher can attempt to assess the impact of response on the writer.

My early experiences in designing a peer response classroom led me to modify my approach until I felt confident that it was, as I told my students, as valuable to give as it was to receive response. The problems that led to my modifications of the early response format were related to oral response, critiquing sheets, and small groups of three to five assigned to the same group for the semester. Oral response exacerbated the sensitivity problem that Bruffee and others have acknowledged as limiting the students' responses to innocuous comments in order to avoid having their own feelings hurt when their turn came around

I noticed, too, the same problem that Nystrand (1986) observed, "groups that proceed by listening rather than by reading rarely go beyond sentence level concerns" (189). Critiquing sheets seemed to create resistance, possibly because they usurped the students' authority at the same time the students were being told they had the authority to respond, or possibly because they distracted the readers from genuine reading and responding. Permanent small groups, while intended to create security, did not necessarily accomplish it due to personality conflicts during oral response; in addition, when some of the members were absent, the one or two left had little beneficial interaction.

To solve the small group problems, I instituted a different format. When first drafts were due, half the class came one day, and the other half came the next. The problem of absent students depriving group members of response was alleviated by having the half class group of a dozen or so sit in a single circle with a chair in the center as the exchange point for papers. If some of the students were absent, this did not create any problem because the group was still large enough to ensure a full class period of response activity. Students who wished to quietly discuss a paper were encouraged to do so, but not at the expense of avoiding written response. This reduction by half not only helped to create a more intimate atmosphere, but also allowed me time to be able to confer individually

for a few minutes with each student while the others continued their responding.

The sensitivity and interaction problems were resolved partly by the institution of written rather than oral response. The other resolution to those problems was achieved by requesting that all response be in the form of either praise or questions rather than direct critical comments. Hillocks (1986) found support for this view in his review of research involving positive and negative comments, "Negative comments have negative effects, and positive comments--on the average--have positive effects" (221).

The result of these adjustments in my approach to peer response over the years has been a generally confident class that responds with pertinent praise and genuine questions that lead to improved second drafts. Since I had assured my students that response would not only lead to improved papers but to their overall improvement as writers, I became very interested in seeing what their response comments and their revisions would show over the period of a semester. After reviewing research on the subject, I concluded that if the researcher's focus is not limited to comparisons of final products, and if the responding situation has the earmarks of success (substantive responses and revisions and satisfied students), then a study of the process of response and revision should yield some useful information about the relationship between the two. Following is a description of

the writing class from which my data was gathered--a class much in the form of Hillock's (1986) "environmental mode" where the teacher provides only brief introductory lectures, then attempts to structure activities which will potentially engage students in focusing on the principle of the writing task and also help them to provide appropriate feedback for their peers (122).

CLASSROOM PROCEDURES

Preparation of the students for written peer response was accomplished in less than two class meetings. An explanation of the desired focus and form of response was followed by the teacher's modeling appropriate response. Student practice was reviewed and received appropriate response.

The students wrote five papers over the semester with a varying combination of expressive, exploratory, informative, and persuasive features. Papers were introduced through a variety of prewriting activities including brainstorming, visualizing, listing, freewriting, small group discussions and activities, demonstrations, and examples. The students recorded in their Writer's Notes the information they would need when they wrote their papers. Each paper assignment was intended to create the potential for the development as well as the logical organization of ideas. Following are brief descriptions of the assignments as they were presented to the students:

Paper I--A narrative description of an accident that you have experienced--an actual one, or an embarrassing moment, or a happy coincidence. Conclude with a reflection on the experience.

Paper II--A description of an argument/disagreement in which you were involved where neither of you was absolutely right or wrong. Each side is told from that person's point of view, and the conclusion contains analytical or reflective commentary.

Paper III--A consumer investigation of a product you use. After developing a list of questions, test the product and/or survey peers in relation to your questions. Consider how best to organize your information as you write up your survey and its results.

Paper IV--Interview someone from an older generation. If your subject talks about a number of events, you'll need to consider logical methods of organization and transition as you compose your paper. If the person tells about one event in simple chronological order, you will want to add your own comparative or reflective comments throughout the paper.

Paper V--From the journal entries you've been doing in response to editorials and opinion columns, select a topic on which you would be interested in writing either an opinion essay or a letter to the editor. After referring to the section on logic in the course handbook, try to find three different types of support for your opinion, and then

decide the most effective way of organizing your essay or letter.

In preparation for these paper assignments, one to three classes were devoted to pre-writing activities. Each of the papers was revised once, and the second drafts were subjected to editing sessions primarily concerned with mechanical and spelling concerns. Twice in the semester they selected one of the second drafts and rewrote it into a final polished draft, but these third drafts and their editing corrections were not a part of my study. Following is a more specific description of the class preparation, arrangement, and activities.

Teacher Explanation

In explaining the focus of response, I discussed the four categories of writing qualities and emphasized the order of importance usually assigned them, e.g. Diederich and his group (1974): Ideas, Organization, Wording, and Flavor. I also explained that while spelling and mechanical considerations were of importance in writing, they would not be addressed until the second drafts of students' papers were written and responded to in a second group editing session.

In my explanation of the form of response, I pointed out that direct critical comments seem to raise anxiety more than they lead to writing improvement. I strongly recommended that they avoid direct criticism and instead ask

questions when they were concerned about something in a peer's paper. In addition, I explained, they should also look for things to praise, because we usually learn more when we're told what it is we are doing right than when the focus is primarily on our errors. I told them that I would keep them focused on producing praise and questions by reminding them to "Mind your P's and Q's" each time they looked at first drafts.

The moving of response away from negative comments and toward both questions and positive comments helps to create an environment for the kind of extra-textual talk that Baum Brunner (1990) has identified as helping students learn to talk about texts.

Teacher Modeling

To model appropriate response, I used a sample essay, reading through it once and then again. The second time I included responses to the paper in the form of positive statements about parts that were particularly well written and pertinent questions about parts that were not so well done.

Student Practice

The students were given a short essay with a variety of problems as well as some good parts, and they were asked to practice giving written responses to it. I collected these and reviewed each one prior to the next class. Continuing

to model, I praised their successful efforts to respond, and asked questions about responses that were not appropriate in either form or focus. (e.g. "Could you ask a question instead of being directly critical of his opening sentence?") When the practice papers were returned, the students were also given a "Revision Guide for Readers/Writers Responding to a First Draft Paper" to further emphasize the type of response they were being asked to do (see Appendix B).

Class Arrangement

When first drafts were due, half the class came to one class meeting, and the other half came to the next. In addition to providing a more intimate atmosphere for peer response, a primary reason for this arrangement was to allow time for the teacher to confer individually with each student. The writers' task in conference was to tell the teacher first, what they knew they had done well in the paper, and second, what they thought they might work on when they revised. The teacher rarely offered more than agreement since a quick read through their papers usually showed that the peers were addressing both successes and problems in their written responses.

Upon arriving on a first draft day, students were asked to place their desks in a large circle, leaving enough room between their chairs so they could get in and out easily.

An empty desk chair was left in the center of the circle to hold papers that were placed there when students finished responding to them. They then picked up another paper to work on, and they continued this pattern until near the end of class time.

Class Activities

After asking the students to be sure their names were on their papers, the teacher went around the circle picking up the papers and then passing them to other students for reading and response. In the infrequent event that students arrived without a paper, they were asked to read over another student's shoulder rather than deprive someone else of having a paper to read--at least they would have the advantage of seeing what others had written. When students finished reading and responding to a paper, they placed the papers on the center desk and picked up another that they had not yet seen. Depending on the assignment and on the length of time any individual took to respond to a paper, each paper received between four and eleven sets of response over the class period of approximately 90 minutes.

Responding

Prior to the response sessions, the teacher regularly reminded the students to respond to each other's writing with P's and Q's and asked the students to keep in mind what they knew about the writing assignment and what they knew

about writing in terms of content and development of ideas, organization of ideas, language, and voice. As they responded to peer writing, the students kept a record of the papers they had read.

Writer's Notes

In addition to writing responses on the papers of peer writers, students were also asked to keep a record of the authors of the papers they read as part of their class Writer's Notes. Beside each name they were asked to write one or a combination of the following: what was best about that writer's paper, or what needed the most revision work, or what their best response was to that person's paper. The purpose of this activity was to insure their continued active participation in the response sessions. At the end of the class period, they were asked to write another Note which they addressed to themselves and in which they predicted what they would work on when they revised. Often these notes reflected what they had identified in conference, but they also included improvements suggested by classmates. They would refer to these notes when they began their revision work on their papers at home.

Writer's Notes were used for a variety of activities including recording paper assignments, pre-writing activities, and occasional questions related to response and revision activities.

Other Class Activity

Students were asked to keep a journal based on their summaries and responses to newspaper op-ed articles. They did three a week until it was time to begin the fifth paper of the course. The fifth paper assignment asked students to write either a letter to the editor or an opinion piece.

RESEARCH PARTICIPANTS

My case study centered on a freshman English class at a mid-sized Michigan university. Of the twenty-four students in the class, I selected three for an in-depth analysis. From the half of the class that had the better record of attendance and participation, I looked for students who had completed all of the first and second draft of all five paper assignments because the revisions they made were part of the basic data to be studied. Equally important was their attendance and participation in each revision session since their responses were also part of the basic data to be analyzed. Finally, selection was based on differences in the overall quality of writing. Of those in the half of the class who had met the main criteria, two females were considerably better than average writers, two females were above average, and one male was a writer of average ability. In the belief that a variety might produce more information, I selected one from each of the two higher categories as well as the average writer to be the focus of my study. The three, Mickey, Sandy, and Bert, were all 18 year-old

freshmen who had grown up and been educated in Michigan.

Approval for the study was granted June 18, 1992, by the Michigan State University Committee on Research Involving Human Subjects (see Appendix A). The students in the class signed forms giving permission for their work to be analyzed when the semester was completed.

MEANS OF PROCURING THE DATA

For the in-depth analysis of the three students' response and revision processes, data was gathered from two main sources: Responses written on peer papers throughout the semester, and revisions made from first to second drafts on all five papers assigned. Additionally, information was gathered from the Writer's Notes, a form of journal or writer's notebook which contained, along with assignments and pre-writing exercises, the students responses to various questions relating to their writing, responding, and revising activities.

Responses to Peers

Response data was gathered from first drafts where peer responses had been written in different colored pencils selected by each responder. The colored pencils allowed a fairly efficient method of discerning the written responses of each student. All responses were recorded except for the occasional editing correction of a spelling or mechanical

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Revisions Made by Responder/Writer

Revision data, the second main source of information, was taken from comparisons between first and second drafts of all five papers written during the semester. All revisions were recorded except for the occasional editing correction of a mechanical or spelling error.

Writer's Notes

Separate from the primary sources of data is the Writer's Notes information that came from the students' writing notebooks which were used for various in-class activities. Two Writer's Notes entries provided information regarding the students' working and conceptual views of revision. A Writer's Note assigned a week before the end of the semester requested that they "Please recall what you know or have learned about writing in this class that will be of value to have thought about/or to refer to as you read and comment on your classmate's first drafts." The second part of this Writer's Note asked "Did preparing this list help? Explain." A week later, for the final Writer's Note of the class, I asked students to give "your current perception of what is involved in revision. Compare it with your sense of revision prior to taking this class. Give your opinion regarding the peer group work in which you participated." Although not subject to the analysis that

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the responses and revisions were, these two sets of notes provided an informative look at the difference between the students' concept of revision and their actual practicing knowledge.

MEANS OF CLASSIFYING THE DATA

Five means of classifying the data were employed. Three were used in categorizing Responses to Peers (Qualities of Writing, Levels of Change, and Forms of Response), and four were used in classifying the Revisions by Responder/Writer (Qualities of Writing, Levels of Change, Revision Operations, and Sources of Revisions).

Responses to peer writing were coded according to the following three categories:

QUALITIES OF WRITING

- * Ideas
- * Organization
- * Wording
- * Flavor

LEVELS OF CHANGE

- * Theme
- * Sentence
- * Phrase
- * Word

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FORMS OF RESPONSE

- * Question
- * Positive Comment/Praise
- * Critical/Negative Comment

Revisions made between first and second drafts were coded according to the following four categories (note that the first two are the same as the first two analysis categories used to code responses):

QUALITIES OF WRITING

- * Ideas
- * Organization
- * Wording
- * Flavor

LEVELS OF CHANGE

- * Theme
- * Sentence
- * Phrase
- * Word

REVISION OPERATIONS

- * Reordering
- * Addition
- * Substitution
- * Deletion

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SOURCE OF REVISION

- * (rr) Due to response received
- * (n) Not due to response received

An explanation of each of these categories and their individual sub-categories follows.

Qualities of Writing

- *Ideas
- *Organization
- *Wording
- *Flavor

I classified both revision and response data according to the categories designated in Diederich's Measuring Growth in English (1974) in which he described his work with teachers in developing a consistent approach to rating writing. Through surveys, a factor analysis, and workshops with teachers, Diederich's study evolved the following list of factors or qualities of writing: ideas, organization, wording, and flavor. (See Appendix C for a detailed description of Diederich's categories.) I referred to Diederich's descriptions of these four categories for guidance as I classified my data.

Examples of responses that would be placed in the Idea category included "Did you want her to jump?" or "Nice

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background info." Responses typical of those found in the category of Organization included "Could you add a transition to make it easier to see one side from the other?" "Good organization of tests." Responses typical of the Wording category included "Maybe a different word could be used?" and "Good choice of words." The Flavor category had few entries and they were difficult to categorize since the comments might easily have been designated as related to Wording. One comment identified in this category, "Nice job!" appeared to refer to the flavor of the author's commentary.

Levels of Change

*Theme

*Sentence

*Phrase

*Word

Both the response and the revision data were classified according to the four "levels of change" categories that Nancy Sommers (1980) has used in describing revision: word, phrase, sentence, and theme--referring to the extended statement of an idea. The similarity of the "levels of change" to the "qualities of writing" invites the question, "why use both?". In fact, each offers information that the other cannot. Sommer's category indicates the level of the change, while Diederich's "qualities" give information about

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the quality of the changes at any level. For example, looking at Sandy's responses to peers on the first paper, one can see that four of 24 comments were word related which suggests that a sixth of her responses were the typical "thesaurus" type comment seen in freshman writers. Yet, a look at the "qualities" categories shows that three of the four responses were rated as Idea-related comments with only one being a lower level "thesaurus" kind of comment in the Wording category, thus indicating that three quarters of Sandy's word level responses were of a higher quality than might have been expected or discerned.

Determining the level of change intended in a response given was more difficult than identifying the level in an actual revision. In coding "levels of change" in responses given, I took into consideration the context within which the response was made. An example of a response in the word category is "Maybe used too often?" (Responder was referring to a particular word). A response referring to a convoluted phrase asked, "Could you make this clear?" At the sentence level were comments such as "Good setting" (referring to a sentence that provided setting details), and "Could this sentence be made clear?" Responses coded at the theme level included those which appeared to encompass more than a sentence either in area addressed or in what was requested. Examples: "Very good intro." and "What about the other two tests?"

Coding "levels of change" was less complex when the

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source of data were actual revisions by the Responder/Writer. Examples are as follows: A word level change might be the substitution of one word for another. A phrase level change could involve deleting duplicate information. A sentence level change could be the reordering of a formerly confusing statement. A change at the level of theme could involve the addition of more information on a particular topic.

Form of Response

- *Question
- *Positive Comment/Praise
- *Critical/Negative Comment

Responses to peer writing were also sorted according to the form of the response produced on peer papers. In this category, responses fell into one of three areas: direct critical comments, direct praise, and questions or indirect suggestions. Although students were asked to avoid direct critical comments, their past exposure to this form of response assured that the critical comment could not escape being one of the forms of response.

Typically, direct criticism tended to center on word and sentence level concerns. Among the types of comments produced were "Confusing" or "These last sentences seem choppy" or "This sentence could be made 2."

Direct praise only occasionally attended to word level

concerns. Compliments tended to come in comments such as, "Very nice, I can see what happened" or "Good use of quotes" or "Good informative intro."

As with direct praise, the questions rarely addressed word level concerns. Characteristic questions included ones like "What do you feel about it and what it means to you?" and "Could you insert where you are talking about so the reader doesn't get confused?" or "Could these paragraphs be combined because the ideas seem to fit together?"

Occasionally, a response would be composed of two sentences--the first a direct comment, followed by a helpful question. In these cases, the entire response was coded as a question. When a response was phrased like a question, but with no end punctuation, it was assumed that the responder intended to question, and the response was recorded as a question. In cases where a question mark was appended to a sentence that was not specifically phrased like a question, the question mark was taken as a signal of the responder's intent to question, and the response was coded as a question.

Although not a category that would supply direct information about the processes of responding and revising, "Forms of response" data allowed me to speculate about correlations between the form (critical comment, praise, or question) and the level of concerns within the "qualities of writing" and "levels of change" categories. That is, I was interested in the possibility of identifying a connection

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between the way a response was shaped and the Responder/Writer's attention to lower or higher order concerns.

Revision Operations

- *Reordering
- *Addition
- *Substitution
- *Deletion

Revisions by the responder/writer were analyzed not only by the "qualities of writing" and the "levels of change" categories but also according to the four "revision operations"--deletion, substitution, addition, and reordering--that Sommers (1980) used. In her research, she noted that student writers most frequently used the operations of deletion and substitution. By classifying responses in these categories, I would be able to see if my student writers followed the pattern Sommers identified in her own study. In recording the revision data, I found these four categories adequate for describing all of the revision acts that occurred. Typical descriptions of revision might be "Deleted unnecessary verb," "Substituted a similar phrase," "Added information," or "Reordered a sentence for clarity."

Source of the Revision

- *(rr) Due to the response received
- *(n) Not due to the response received

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Finally, I identified the source of the revision, whether or not it was due to "response received" on the first draft or not. If a revision occurred, and a response on the first draft appeared to have contributed to the revision in any way, the revision was identified as due to response received (rr). If the change could not be credited to any written response, the coding indicator was (n). The purpose of this category was to try to identify possible correlations between movement up toward high level concerns and increased competency at undertaking revisions on one's own initiative.

METHOD OF ANALYSIS

Data from the responses to peers as well as the revisions by the Responder/Writers were coded into the appropriate categories and subcategories as identified above. (See Appendices D, E, and F.) Upon completion of the coding, I prepared a table for each of the Responder/Writer's response data and one for each of the Responder/Writer's revision data. Because of the multiple categories of analysis, separate tables were necessary. (Completed tables for both the response and the revision data for one student are included on the following page to help clarify the analysis process being described. All three sets of data are included in Chapter 3 where their implications are more fully explained.)

The numbers in the Response-related tables represent

the amount of responses in each sub-category within the categories of "qualities of writing," "levels of change," and "forms of response." (Note that the "qualities of writing" category totals are on the horizontal lines that begin with the bolder letters of I (for Ideas), O (for Organization), W (for Wording), and F (for Flavor). The numbers in the Revision-related tables represent the amount of responses that occurred in the sub-categories of the categories of "qualities of writing," "levels of change," "revision operations," and "sources of revisions."

The tables were designed so that they would display the data in a hierarchical fashion; that is, if a student moves up the writing hierarchy in terms of kinds of responses or revisions over the semester, this movement would appear as a movement from lower left toward upper right. A student who begins, as does Bert, with heavy word emphasis, but who gradually moves toward a greater focus on organization and theme, will have a table where the clusters of the numbers entered in each box gradually move from the bottom left area of word concerns toward the upper right area of organization and thematic concerns over the course of the semester.

Table 1
Bert's Responses to Peers

Responses to Peers Bert

Table 1

Paper I					Paper II					Paper III					Paper IV					Paper V				
wd	ph	sen	th	$\frac{\bar{O}}{\bar{O}_L}$	%	wd	ph	sen	th	$\frac{\bar{O}}{\bar{O}_L}$	%	wd	ph	sen	th	$\frac{\bar{O}}{\bar{O}_L}$	%	wd	ph	sen	th	$\frac{\bar{O}}{\bar{O}_L}$	%	
Q		3		3	19			1	1	2	29					4	4	57			1	4	5	56
P		4	2	6	38			1	1	2	29					2	2	28				1	1	25
C																								25
I		7	2	9	56			2	2	4	57					6	6	86						
Q							1	1		2	26										2		2	50
P																1	1	14						
C		5		5	31																			
O		5		5	31		1	1		2	29					1	1	14			2		2	50
Q																								
P																								
C	2				2	13		1		1	14													
W	2				2	13		1		1	14						0						0	
Q																								
P																								
C																								
F					0						0													0
Tot	2	12	2	16		1	1	3	2	7						7	7				3	1	4	
%	13	75	13			14	14	43	29							100					75	25		

Key

wd,ph,sen,th: Word, Phrase, Sentence, Theme comprise the 'levels of change' category.

Q, P, C: Question, Positive Comment, Critical Comment comprise the 'forms of response' category.

I, O, W, F: Ideas, Organization, Wording, Flavor comprise the 'qualities of writing' category.

That some displayed percentages do not total to exactly 100% is due merely to roundoff error.

Table 2
Bert's Revisions by Responder/Writer

A detailed discussion of the performances displayed in the tables is given in Chapter 3 where each student's data is presented separately in order to look for evidence of movement within the writing hierarchy in both responses and revisions undertaken. My analysis of the response performances occurred paper by paper in chronological order. As I analyzed the various categories in the second and subsequent papers, comparisons were made to the student's performances in the previous papers.

The discussion of the student's response performance over the semester was then followed by a paper by paper analysis of the student's revision performance over the semester. Again, as I looked at the data from each paper, I made comparisons with the performances in the preceding papers. This method of analysis not only provided an elucidation of each student's performance as seen in the categories used to analyze the processes of response and revision, but also offered a sense of the student's movement within the writing hierarchy over time.

In Chapter 4, where the focus is on determining if responding has any correlation with revising behaviors, the data was analyzed in terms of a comparison between first and second half of semester performances. (Because the first half of the semester had two paper assignments and the second half had three, the results were averaged.) More specifically, I compared the "qualities of writing" and the "levels of change" data in the responses to those in the

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revisions. With each student, I looked for correlations between the categories; e.g. will their revisions reflect what they say when they respond to peers? If not, will it happen over time, and will time also show movement from lower to higher level concerns?

An additional question I hoped to answer involved the number of revisions on a Responder/Writer's paper which were due to response received (rr). I compared the (rr) revisions with other data on the graph, both within an assignment and across the semester, for the purpose of looking for any correlation between movement up toward higher level concerns and increased competency at undertaking revisions on one's own initiative.

The fourth chapter concludes with a comparison of observations based on the three in-depth studies. In making these comparisons, I attempted to determine whether internalization of writing knowledge appeared to be similar in the cases of all three students.

In the final chapter, I use the information gathered from the Writer's Notes entries written in response to my questions regarding the students' concepts of revision and their actual practicing knowledge of it. While not a part of the main study, these notes provided an illuminating view of certain aspects of the study.

CHAPTER 3
MOVEMENT WITHIN THE WRITING HIERARCHY
IN THE RESPONSE AND REVISION ACTS
OF THREE FIRST YEAR COMPOSITION STUDENTS

In order to accomplish the primary purpose of my research, measuring the effect of responding on the responder as writer, I needed to find a more sensitive method of measuring the changes that occur in a student's writing knowledge than is usually seen in the typical end of the semester study of final writing products. The purpose of this chapter is to demonstrate that it is possible to identify changes in writing knowledge within the time period of a semester.

To achieve a closer look at the fabric of response and revision, I selected the five ways of measuring the acts associated with responding and revising which were described in the previous chapter. Briefly, response acts were viewed through the lens of Diedrich's "qualities of writing" (Ideas, Organization, Wording, and Flavor), and Sommers' "levels of change" (Theme, Sentence, Phrase, and Word). They were also sorted according to the "forms of response" (Question, Praise, or Criticism) employed by the responders. Revision acts were subjected to four levels of analysis, two

of which were the "qualities of writing" and "levels of change" used in the response analysis just mentioned. In addition I used Sommers' "revision operations" (Reordering, Addition, Substitution, and Deletion). I also analyzed the revision acts in relation to the "source of revisions" (whether the act occurred due to response received or not).

In analyzing the response and revision activities of the three students in this case study, I looked for interrelationships among the categories to provide the best picture possible of the hierarchical levels the writer was concerned with during each paper assignment. I was able to trace evidence of growth from lower to higher levels of the writing hierarchy as the responder-writer attended to writing concerns in both response and revisions. In connection with movement to higher levels, I also looked for a developing ownership of revisions, because higher level revisions that occur due to the writer's own initiative rather than to response received from others would indicate more concretely the student's developing experience as a writer.

These combinations of measurements provided a great deal of information as well as mutual support for findings, a support similar to that offered by the ethnographic technique of triangulation. The measurement totals are displayed in tables that accompany each case study discussion of the response and revision acts produced by Sandy, Bert, and Mickey. In addition to the information

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provided by the totals in each column, the tables are hierarchically arranged so that if the student moves from word focused concerns to higher level concerns over the course of the semester, this movement will be apparent in the movement of clusters of numbers from the lower left area of word concerns toward the upper right areas of organization and thematic concerns. That is, without attending to the specific totals on the data sheets, it is possible to visually apprehend the student's progress by looking for movement of the number clusters from the lower left toward the upper right. As the discussion of each case study indicates, movement does occur in terms of the students' knowledge about writing within both the process of response and of revision. Thus, the detailed discussions of the student's movement within the writing hierarchy indicates that this measuring system does offer the potential for measuring the effect of responding on the writer, which is the subject of Chapter 4.

First Case Study: Sandy

Of the three students, Sandy's writing ability fell midway between the other two students; her writing was generally in the mid- to high B range, and her effort and participation were usually among the highest in the class. Her efforts with both her Writer's Notes and her journal entries were above average. In total number of responses given to peers, Sandy was also in the middle; however, she

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made more revisions than either Bert or Mickey.

Analysis of Written Responses to Peers

Sandy produced a total of 83 written responses on her peer's first drafts over the course of the semester, ten less than Mickey, and 39 more than Bert. Possibly because the response to the first paper followed so closely on the heels of the hour of practice on how to respond, the first paper contained her highest number of responses, 27. The number of responses for subsequent papers were 17, 16, 11, and 15 respectively. Sandy's responses fell into every subcategory within the three main categories ("qualities of writing," "levels of change," "forms of response") except one. None of her responses ever appeared to deal with the "flavor" or "voice" of writing. The likely reason for this may be that this quality tends to be a concern of more accomplished writers.

Table 3
Sandy's Responses to Peers

Sandy

Table 3

Table 3

Responses to Peers Table 3 Sandy

	Paper I					Paper II					Paper III					Paper IV					Paper V					
	wd	ph	sen	th	$\frac{\bar{D}}{\bar{O}}$	%	wd	ph	sen	th	$\frac{\bar{D}}{\bar{O}}$	%	wd	ph	sen	th	$\frac{\bar{D}}{\bar{O}}$	%	wd	ph	sen	th	$\frac{\bar{D}}{\bar{O}}$	%		
Q			1	4	5	21	1			2	3	18					4	4	25		1	1	4	6	40	
P	2		1	9	12	5				8	8	47					1	6	7	44			2	4	6	55
C	1		1	2	4	17																				
I	3		3	15	21	88	1			10	11	65					1	10	11	69			2	6	8	73
Q									1		1	6														
P									3		3	17														
C			1	1	2	8																				
O			1	1	2	8			4		4	23							0				3	3	27	
Q									1		1	6		2	1				3	19						
P	1				1	4																				
C							1				1	6		1		1			2	12						
W	1				1	4	1		1		2	12		3	1	1			5	31					0	
Q																										
P																										
C																										
R					0						0								0						0	
$\frac{\bar{D}}{\bar{O}}$	4	0	4	16	24		2	0	5	10	17		3	1	2	10	16			0	0	2	9	11		
%	17		17	66			12		29	59			19	6	12	63					18	82				

Key

wd,ph,sen,th: Word, Phrase, Sentence, Theme comprise the "levels of change" category.
 Q, P, C: Question, Positive Comment, Critical Comment comprise the "forms of response" category.
 I, O, W, F: Ideas, Organization, Wording, Flavor comprise the "qualities of writing" category.
 That some displayed percentages do not total to exactly 100% is due merely to roundoff error.

Responses to Paper I:

In the category of "qualities of writing," 88% of Sandy's responses were primarily in the Ideas sub-category with 8% in Organization, and 4% in Wording. As with the large number of responses she produced on these first papers, it seems likely her intensive focus on ideas was at least partly due to the recent lesson on how to respond. Comparatively, in the "levels of change" category, she addressed the Theme level 66% of the time with Sentence and Word at 17% apiece and no Phrase level responses. Sandy's emphasis on higher level concerns as she responded is reflected in the "qualities" category and supported by the "levels" category results.

As she successfully addressed higher order concerns for the most part, Sandy used the Praise and Question "forms of response" far more than the Critical Comment. Sandy's Comments were 25% of her responses, with Praise and Questions at 75%, or 54% and 21% respectively. Although a problem with critical comments is that they can frequently tend to focus on word level concerns, Sandy's comments only did so once. One reason why her comments reached a higher level may be because they were not confined to the typical direct critical comment but came in an indirect form instead, e.g., "Maybe explain your father's reaction" and "Maybe describe what you saw in the car." Examples of her primary form of response--Praise at the Theme level--are "Very good intro," "Good description. Can see the picture,"

and "Good conclusion." Although her Praise comments nearly always treated concerns beyond the word level, they tended toward the general. However, Questions rated at the Theme level were considerably more specific; for example, "What was the after effect?" and "What was people's reaction in car and yours?"

For a beginning composition student, Sandy, in this first paper, did remarkably well in avoiding that tendency of the inexperienced writer-reviser to attend primarily to wording. An important question in regard to Sandy's responses is, will she maintain this admirable focus over the semester, and, if she does, will improvement be seen in terms of more specific responses at the higher levels if she continues to respond with such a high percentage of Praise.

Responses to Paper II:

Sandy's responses in the Ideas category for the second paper assignment totaled 65%, less than we saw in the first paper, but the loss shows up primarily in the Organization category with 23%. Wording contains only 12% of her responses. The movement toward Organization responses is probably related more to the Paper II assignment format than anything else, since it called for two points of view. Just as she remained focused on the higher order "qualities," Sandy also maintained the emphasis on Theme in the "levels of change" category. However, unlike the first paper where Sentence and Word level were equal, she

addressed the Sentence level twice as often as the Word level. Hierarchically, this may indicate that she was beginning to move away from a concern with word level changes. At the same time, Sandy's "forms of response" seem to correlate with the kinds of responses she produced. Comments dropped to 6%, while Praise increased to 64% and Questions increased by a nearly a third to 30%. Her positive comments became more specific; nearly half gave reasons for the compliment, e.g., "Good conclusion. Was weighted out equal on both viewpoints," and "Good intro! Good background info." Sandy also asked more well developed questions, e.g., "What do you think about now since the incident has occurred?" Her comment on wording was not even a criticism but an actual suggestion for an improvement: "both of you" is substituted for "you two." As this overview shows, Sandy maintained her admirable beginning and even showed a bit of movement up the category hierarchies.

Responses to Paper III:

In this third paper, Sandy's Ideas responses increased to 69%, probably because she had no responses in the Organization category. Since this paper was a type of survey, it tended to organize itself during the planning stage and those Sandy read may have presented no cause for concern in regard to organization, at least at the Theme level. Instead, 31% of Sandy's responses were found in Wording. Again, a correlation can be seen between the

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"qualities of writing" percentages and those in the "levels of change" category with Theme responses totaling 63%-- within 6% of the Idea related responses. The slight increase in Wording responses was accompanied by increases in both the Word and Phrase sub-categories of "levels of change" and a fifty percent reduction in Sentence oriented responses. The improved quality of the Word and Phrase responses is worth comment because over half have been phrased as helpful questions such as "Do you want this word here?"

In regard to the use of Questions as a "form of response," the third paper had the highest percentage of questions up to that point--44%; the same percentage was shared by the Praise responses. The Comments doubled, but at 12% (or a total of two out of 17) this is not a concern. It is notable that Sandy was asking even more questions, and there were substantive ones: "Is this an important issue to you--long-lasting taste?" and "Great background to your testing categories, are there any other tests being conducted? Information ones?" Further, her Praise responses maintained, if not improved upon, the specificity that was noted in the second paper, e.g., "Good conclusion. Good recommendations" and "I like how you added this part in to relate to thirst quench." Overall, even with the heavier focus on word level concerns in this third paper, a gradual movement up the hierarchy is evident.

Responses to Paper IV:

Responses to the fourth paper indicated a reversal of the Organization and Wording distribution in the third paper, as well as an increase in Idea level concerns. Perhaps because this paper involved gathering information that did not, like the product survey, predetermine the format, Organization level responses reached a high of 27% of Sandy's total responses to peers. With no responses in Wording or Flavor, the lion's share of 73% were found in the Idea sub-category. A similar upper level scoring occurred in the "levels of change" sub-category of Theme where 82% of the responses were focused. The remaining 18% were aimed at the sentence level. Remarkably, Sandy paid no attention to word level concerns in either the "qualities of writing" or the "levels of change" categories. Likewise, there were no Critical Comments in the "forms of response" category.

Responses of Praise increased to the level seen in the second paper, and Questions decreased 8% in comparison to the previous paper. While the Praise responses were not generally as specific as was seen in more recent papers, the questions continued to be pertinent and helpful. Praise responses varied between "Very good!" (a response to a well-developed idea) and "Good explanations." Pertinent questions, for example, involved organizational matters, "Do you think these could all be related?" and development of ideas, "Could you explain this? More examples?" While responses of praise may not have become any more specific in

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the fourth paper, and while the percentage of Question responses was slightly less than in the third, the long view of Sandy's responses shows both an increase in Praise and Questions as well as more specific concerns at the higher levels across the semester.

Responses to Paper V:

The increase in Idea level concerns that appeared in the past two papers seemed to have reached a pinnacle with the fifth paper where all of Sandy's responses fit into the the sub-category of Ideas in the "qualities of writing" category. Correspondingly, responses for "levels of change" were only at 7% each for the Phrase and Sentence sub-categories, with the bulk, 86%, in the sub-category of Theme. The focus on development of ideas showed just as much in the "levels" sub-category of Phrase, "Could you explain this word(s) more?" as it does in a Sentence level response of "Does this sound confusing to you?" and in Theme level responses such as "What do you feel about it and what it means to you?"

This final paper, an opinion piece, had as its foundation regular journal entries based on reading opinion pieces throughout the semester. Possibly there is a connection between her journal work and Sandy's complete focus on ideas in this paper. It is most likely due to Sandy's total focus on ideas that not only were there no Wording comments, but, in terms of the "forms of response,"

there was just one in the sub-category of Critical Comment. And even this comment was an indirect and very specific suggestion: "In intro, maybe state your opinion of it and what caused you to have this opinion." Specificity occurred as well in the Praise responses for the most part, e.g., "Good paper! Showed reason and explained why!" There is certainly the possibility that this particular writing assignment did much to keep Sandy focused on the higher levels of concern, yet such a result has not been unexpected considering the gradual movement Sandy's responses have made up the various category hierarchies.

Analysis of Revisions by Responder/Writer

Sandy made a total of 80 revisions over the course of the semester, compared to 55 for Bert and 63 for Mickey. As with her responses to peers, Sandy's greatest effort occurred on the first paper, followed by quantities of 13, 9, 26, and 5 respectively. Revision analysis involved four separate categories, "qualities of writing" and "levels of change," which were also used in the previous response analysis, and two others, "revision operations" and "sources of revision." Sandy's revisions fit into every sub-category. Even "Flavor," which had not been addressed in responses to peers, was a focus of revision later in the semester.

Table 4

Sandy's Revisions by Responder/Writer

Revisions by Responder/Writer

Paper I				Paper II				Paper III				Paper IV				Paper V			
wd	ph	sen	th	wd	ph	sen	th	wd	ph	sen	th	wd	ph	sen	th	wd	ph	sen	th

Sandy

Revisions by Responder/Writer

[illegible]

Koy:

wd.ph.sen.th: Word, Phrase, Sentence, Theme comprise the 'levels of change' category.

(n): 'source of revision' -- (n) means revision is not due to response received.

R,A,S,D: Reordering, Addition, Substitution, Deletion comprise the 'revisional operations' category.

I, O, W, F: Ideas, Organization, Wording, Flavor comprise the 'qualities of writing' category.

That some displayed percentages do not total to exactly 100% is due merely to roundoff error.

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Revisions on Paper I:

The "qualities of writing" sub-category, Ideas, contained 40% of Sandy's revising efforts on this first paper; 30% of her focus was on Organization, and the other 30% was on Wording. Without a review of the "levels of change" category, these results would seem very impressive for a freshman writer. However, a survey of the "levels" sub-category of Theme indicates that none of the revisions were at this level--a result more in keeping with what might be expected of a freshman writer. Yet, Sandy's revisions were not limited to the Word and Phrase levels, since her Sentence level revisions reached 44% of the total changes made. Although this focus on Sentence level or Word and Phrase looks good for a first paper, the question is, will it bear up under the scrutiny available through the analysis category of "revision operations" which identifies the sophistication level of the changes.

Considering that substitution and deletion have been identified as less sophisticated operations, and Sandy used them only a third of the time in her first paper, she seems to have done fairly well. This perception is supported by a review of the operations involved in her Sentence level revisions--six of twenty-seven were the subject of Reordering, five were Additions, and only one was a Substitution. Since beginning writers are known to favor substitution and deletion operations, Sandy's performance indicated she was a bit more sophisticated than might have

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Finally, it is important to consider the "source of the responses" which led to Sandy's revisions--whether changes were primarily due to response received from others (rr) or due to her own initiative (n). It would seem likely that a first paper would have more revisions due to response received, and then less as the semester progresses, but Sandy has almost 60% self-initiated revisions. This is not too surprising, however, considering her performance in the other categories. It will be interesting to see whether Sandy will have maintained the standard she set in this first paper or even moved farther up the category hierarchies, and whether doing so will be accompanied by an increase of self-initiated revisions overall.

Revisions on Paper II:

Sandy's rather surprising number of Idea related revisions in the first paper did not turn out to be a fluke. With her second paper, 62% of her revisions were at this highest level of concern within the "qualities of writing" category. This increase profited from a reduction in Wording level as well as Organization level revisions, with Flavor still not a subject of revision. Accompanying the slight increase in revisions related to Idea development was the appearance of 15% in the "levels of change" sub-category of Theme. This change reduced the Sentence score slightly while leaving Phrase and Wording about the same. As such,

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these revisions showed only a small movement up the writing concerns hierarchy.

In looking at those changes in the light of "revision operations," it is possible to see a slight hierarchical improvement relative to the percentage of Additions to Ideas. There, a small movement, from 33% in the first paper to 46% in this paper, can be seen. Overall, however, the "revision operations" of Deletion and Substitution have not lessened but have actually gained a small percentage since the first paper.

While there has been a kind of balance between gains and losses in the three main categories, there has been a small increase in the percent of revisions Sandy made on her own initiative. Although not much movement can be observed from the first to the second paper, Sandy is at least maintaining the performance established in the first, and her self-initiated revisions have even gone up by 10%, a respectable increase.

Revisions on Paper III:

With no revisions occurring in the "qualities of writing" sub-categories of Organization or Flavor, both Ideas and Wording increased slightly over previous papers to 67% and 33% respectively. Possibly because the paper topic was a survey, the Theme sub-category percentage was slightly less than the previous score, but the Sentence sub-category

received a boost to 44%, resulting in a 9% higher score of revisions in the upper section of "levels of change."

The "revision operation" of Addition came to 55%, just under the previous paper's score. Not too surprisingly, the Wording revisions had 33% located in the lower level sub-category of Substitutions. Nevertheless, with over half of her operations in the upper levels, Sandy is continuing to do fairly well at addressing more global issues.

In assessing the results of the second paper compared to the first, the primary change noted was a 10% increase in self-motivated revisions. With this paper, the percentage of self-initiated revisions as well as the other categories generally seem to be remaining about the same.

Revisions on Paper IV:

The "qualities of writing" category of Ideas, which had held fairly steady since the first paper, dropped this time, but it was due to Organization related revisions which grew to 38%. This made for a 21% percent increase in the upper level of "qualities," while Wording revisions dropped to a remarkably low 8%. One revision is in the Flavor sub-category this time, but its story is not an upwardly mobile one--the operation performed on it was a deletion, and the source of the change was a response received from a peer. But in other revisions, a surprising upward turn is found. A comparison of the "levels of change" upper and lower categories shows that while Theme has only 8%, if it is

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combined with Sentence level changes, the upper level was where 69% of all revisions were made. Word level changes dropped to a low of 8% and with Sentence level changes at 23%, Sandy's changes at the lower levels showed a healthy decrease from the previous paper's lower level Word and Phrase changes total of 44%.

A corresponding upward movement showed up in "revision operations" with 72% of all revisions due to Reordering or Addition operations. Even the revision operation on the two Wording entries were split between upper and lower level operations. The unusual incidence of Addition operations within the Organization sub-category occurred most likely because this assignment, which was based on interviews, required choosing one format or another for presenting the information. Sandy changed her mind about how she was going to do this while she was writing her second draft which resulted in her adding transition sentences to the paper.

The kind of ownership demonstrated by the addition of those transition sentences raised the number of self-initiated revisions in this paper to a new high of 85%. With word level concerns at an all time low, and the upper halves of "levels of change" and "revision operations" at all time highs, the upward movement is striking. However, considered in the context of Sandy having changed her mind about her format while she was in the midst of revising, the increases probably do not signify a dramatic permanent change. Yet, they do indicate that Sandy now has the

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potential for taking considerable responsibility for improving her own writing.

Revisions on Paper V:

A definite difference exists between the fourth and final papers beginning with the actual number of revisions: 26 on the previous paper and only 5 on the last paper. In terms of the "qualities of writing," the percentages look more like those seen in the first paper than in the previous one, with 60% in the upper levels and 40% in Wording. The "levels of change" Theme sub-category had no revisions, and Sentence had only one, or 20%. Word and Phrase revisions totalled 80%, a surprisingly high figure that these lower level concerns had never seen before this. Altogether, the downward movement shown in the two main categories of "qualities of writing" and "levels of change" seems somewhat jarring in comparison with the previous paper.

In "revision operations" a similar downward movement is apparent: only 20% are Additions. The others are in the lower levels of either Substitution or Deletion operations. While it is disappointing to see this reversal, it is interesting to notice the definite interrelationship between the main categories of "qualities," "levels of change," and "revision operations." Whatever direction the writer-reviser goes, these three categories of analysis tend to parallel each other.

As might be expected, the "sources of revision"

information is similar to what might be expected based on what has happened thus far. Not one revision was due to her own initiative. The "sources" score has paralleled the other main data sources not just in its lack of upward movement but in its reaching a new low. Oddly, this last source of information provides a potentially reassuring possibility: the revisions were all due to others' responses, thus they may not necessarily represent Sandy's level of sophistication as a writer and self-initiating reviser.

As with the previous paper, there may be some connection between Sandy's revision performance and the paper assignment. Since the paper assignment was based on a journal assignment that ran through the semester, Sandy had a considerable amount of time to think about her topic for the opinion piece. Possibly, Sandy did what has been observed in more experienced writers, she thought about the topic long enough to have done in her head the kind of revisions she might have done had she not thought about the topic for so long. A similar possibility is that, in having read opinion pieces throughout the semester much like what she wrote, she knew enough to be able to compose a piece that satisfied her personal understanding of what such a piece of writing required. Also, since this paper did not necessarily come from a great deal of personal experience, it may not have had enough potential for ownership.

Finally, it should be noted that Sandy received no peer

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responses that asked for anything more than word level changes, and one of the comments of praise she received was fairly accurate in its assessment: "Good paper, you illustrated all the points you planned to cover and did that well." Considering the accuracy of the comment, perhaps Sandy's revision performance on this paper is not such a jarring move downward after all.

After taking into account the circumstances of this last paper, and looking at Sandy's revision performance across the semester, it is difficult to conclude that she has made a distinct move up the writing hierarchy overall. Yet, the slight increase in ownership in the first three papers, followed by the dramatic increase in the fourth suggests that, despite the final paper showing, Sandy's taste of greater ownership will not be lost on her.

SECOND CASE STUDY: BERT

Bert was the lowest achiever of the three students in most respects including his writing quality which averaged in the low to mid-B range. Bert's participation in class and his efforts with journal and Writer's Notes assignments were average and sometimes above average. In total number of responses given to peers Bert was by far the lowest, and his revisions were also less than either of the other two students. This is not to say that Bert was an uncooperative student; in fact, he was a likeable person and he took the class as seriously as the average student does.

Analysis of Written Response to Peers

Bert's total production of written responses to peers over the semester was 43, considerably less than Sandy's 83 and Mickey's 92. As was the case with Sandy, Bert's first effort at responding produced his largest number of responses, followed by 7, 7, 9, and 4 respectively for the rest of the semester. Although he had considerably less responses than Sandy, Bert's fell into all the sub-categories except Flavor, just as Sandy's responses did. Since he was the least accomplished of the three writers and the most representative of the average student in terms of effort and quality of work, it would have been surprising to see Bert address Flavor as a concern.

Table 5
Bert's Responses to Peers

Responses to Peers

Table 5

Bert

	Paper I						Paper II						Paper III						Paper IV						Paper V						
	wd	ph	sen	th	$\frac{\bar{O}}{\bar{O}_L}$	%	wd	ph	sen	th	$\frac{\bar{O}}{\bar{O}_L}$	%	wd	ph	sen	th	$\frac{\bar{O}}{\bar{O}_L}$	%	wd	ph	sen	th	$\frac{\bar{O}}{\bar{O}_L}$	%	wd	ph	sen	th	$\frac{\bar{O}}{\bar{O}_L}$	%	
Q			3		3	19			1	1	2	29					4	4	57			1	4	5	56			1		1	25
P			4	2	6	38			1	1	2	29					2	2	28			1	1	2	22			1		1	25
C																						1	1	2	22						
I			7	2	9	56			2	2	4	57					6	6	86			3	6	9	100			1	1	2	50
Q								1	1		2	26					1	1	14								2		2	50	
P																															
C			5		5	31																									
O			5		5	31		1	1		2	29					1	1	14					0			2		2	50	
Q																															
P																															
C	2				2	13	1				1	14																			
W	2				2	13	1				1	14						0						0					0		
Q																															
P																															
C																															
F					0						0							0						0							
$\frac{\bar{O}}{\bar{O}_L}$	2		12	2	16		1	1	3	2	7						7	7				3	6	9				3	1	4	
%	13		75	13			14	14	43	29							100					33	66				75	25			

Key

wd,ph,sen,th: Word, Phrase, Sentence, Theme comprise the "levels of change" category.

Q, P, C: Question, Positive Comment, Critical Comment comprise the "forms of response" category.

I,O,W,F: Ideas, Organization, Wordling, Flavor comprise the "qualities of writing" category.

That some displayed percentages do not total to exactly 100% is due merely to roundoff error.

Responses to Paper I:

In the "qualities of writing" category, Bert's responses were similar to Sandy's as far as distribution between upper and lower levels. The Ideas sub-category received 56% of his responses with Organization receiving 31% for a total of 87% at the upper level, leaving Wording with only 13%. Within the "levels of change" category, Bert's responses total 75% at Sentence level, and 13% at Theme level for an upper level total of 88% leaving the rest at the Word level. Although his upper level scores in both categories are not quite near the level Sandy reached, it is clear that, in responding, he could attend to more than the word level concerns that Sommers (1980) noted in beginning writers.

The "forms of response" Bert used were 19% Questions, 38% Praise, and 44% Critical Comment. The Comments were split between word level concerns at 13% and advice about sentence organization, e.g., "Maybe these sentences could be put together." No questions or positive comments were directed at word level considerations. Instead, the act of questioning brought forth responses such as, "What ended up happening?" and "Did anyone get in trouble?" Like Sandy, Bert's positive comments tended toward the general, but did not descend to wording concerns: "Good description" and "Good setting" were typical.

Bert's responses to this first paper are somewhat impressive for a freshman composition student of average

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ability. He probably focused less on word concerns than he might have without the class lesson on forms of response and qualities of writing. However, as his sentence level responses in the organization category indicate, the lesson was not a miracle cure for beginning writers' difficulty in attending to higher level concerns. Nevertheless, through questioning and positive comments, Bert definitely thought about writing beyond the word level. It will be interesting to see whether he, like Sandy, will continue at this level of thinking about writing throughout the semester with a little movement and a hint of progress, or demonstrate a definite movement up the hierarchy of writing concerns.

Response to Paper II:

For the second paper, Bert's "qualities of writing" responses were within three percentage points or less of his responses in the first paper: the Ideas total was 57%, Organization was 29%, and Wording was 14%. Like Sandy, Bert kept his Wording at around the same level as in the first paper. Also like Sandy, Bert's emphasis in the "levels of change" category remained in upper levels with Theme actually doubling to 29%. In Organization, he limited himself to just one comment about sentence arrangement: "Could this sentence be made 2?" represented only a 14% emphasis on this element of writing.

Along with the greater emphasis on Theme, Bert's percentage of questions asked also increased, to 58%, as he

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asked about Ideas and Organization issues. As did Sandy's in the second paper, Bert's critical comments decreased, dropping from 44% to 14%. As would be expected, the comment was word related: "Maybe used too often." Unlike Sandy who improved her positive comments, Bert's percentage of Praise given remained about the same as did the somewhat general nature of his comments, eg., "Good" written next to a section of good detailed description. Bert's responses demonstrated what was also observed in Sandy's responses--a correlation between the form of the response and the levels addressed. As would seem likely, questions address higher order concerns, and criticism seeks a lower level.

With this set of responses, Bert generally maintained his first paper response performance, and showed a promising gain in percentage of questions asked and a doubling of attention to the theme level of change. In terms of overall progress, Sandy and Bert seem fairly similar with slight movements up some of the category hierarchies.

Responses to Paper III:

In this third paper, Bert increased his percentage of responses in the Idea category considerably, from 57% in the previous paper to 86%. None of his responses focused on word level concerns, and in Organization his positive comment was at the Theme level: "Good organization of tests." For "levels of change" Bert addressed none but the Theme level which correlated exactly with the "qualities of

writing" score of 100% for the combined Idea and Organization categories. Bert has outpaced Sandy's 30% lower scores in those categories, but in pure numbers, he has produced less than half of the responses she did. Nevertheless, his positive comments and questions, while not large in number, have become increasingly more specific and thus more helpful. He gave no critical comments, instead increasing his Praise score to 42%. His percentage of questions, 57%, was comparable to his performance in the previous paper, with the specificity increasingly more helpful, e.g., "What about the other 2 tests?" For the second time in a row, Bert has had a higher percentage in the Question category than has Sandy. It seems likely there is a connection between his asking more questions and outpacing Sandy in his attention to higher levels of concern in the "qualities" and "levels" categories.

Responses to Paper IV:

Bert's responses for the fourth paper assignment all fell within the "qualities of writing" category, a performance resembling Sandy's where all responses were in the upper levels. If, as speculated earlier, Sandy had a quarter of her comments in Organization because of the particular paper assignment, then Bert's lack of attention to this kind of organization response could reflect his status as a less sophisticated writer than Sandy. Within the "levels of change" category, Bert focused on Theme

related responses 66% of the time with the rest of the focus on Sentence level issues thus approximating Sandy's attention to those same two areas.

Bert's percentage of responses in the form of questions, at 56%, was nearly identical to the preceding two papers, and the questions continued to be helpfully specific, e.g. "Could you make this more clear?" regarding a particular sentence, and "Could you give more details on how the night ended?" at the Theme level. Positive comments dropped by half, however, when Critical Comments went from zero in the previous paper to 22% of this one; yet, the quality of these comments was rather high since, in both cases, he was agreeing with peer responses regarding development and clarity.

In responding to this paper, Sandy dropped back in percentage of questions, and her positive comments did not become any more specific although she was addressing issues at the higher side of the "levels of change" category. Comparatively, Bert has been a little more consistent in terms of movement upward. He has maintained his percentage of questions over the last three papers, and he has not addressed word level concerns for the last two.

Responses to Paper V:

Bert, unlike Sandy, addressed Organization concerns as well as Ideas in the final set of papers. Three quarters of his responses were at the sentence level and the same ones

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were also in the form of questions. The Theme level response was a rather general, "Nice conclusion." The sentence level responses were specifically about order and confusion, e.g., "Could you maybe reword this?" and even a throwback to earlier times, "Could you maybe make this 2 sentences?" While, like Sandy, Bert maintained his higher level focus for the most part, it was somewhat puzzling that the actual number of his responses was only four until I saw his Writer's Note regarding this last session of responding. He wrote that the class writing skills had increased, so "most of my comments were just simple things, no major problems." Perhaps that reason coupled with the kind of writing assignment that it was (the opinion piece based on a semester of reading and responding to opinion pieces) is enough of an explanation.

Analysis of Revisions By Responder/Writer

Bert's semester total of revisions was 55, 25 less than Sandy, and 8 less than Mickey. In order of papers assigned, the number of revisions Bert made were, 15, 15, 7, 16, and 2. These revisions are categorized within the four main categories of "qualities of writing," "levels of change," "revision operations," and "sources of revision." In his revisions, as in his responses, Bert addressed concerns in all areas but that of Flavor, a sub-category unlikely to be used by less sophisticated writers.

Table 6
Bert's Revisions by Responder/Writer

Revisions on Paper I:

The majority of Bert's revisions were at the Wording level, with 13% in Ideas. The emphasis on Wording is not surprising since Bert seems to represent the average freshman composition student. Not surprising, either, is his focus in the "levels of change" category" on Words 60% of the time and Phrase changes at 33% with the remaining 17% at the Theme level.

The lower level "revision operations" of deletion and substitution constitute the bulk of Bert's revisions. With the Substitution score at 67% and Deletion at 13%, the inescapable conclusion is that Bert definitely represents a beginning writer.

A review of the "source of responses" in Bert's first set of revisions looks encouraging in terms of his ownership of the writing, because over half of the revisions have been on his own initiative rather than because of responses he has received. Yet, when a comparison is drawn between this performance and the levels of the revisions he addressed, it shows the small number of revisions at the Idea level were due only to response received from peers, while the large number of word-related revisions were his idea. This, then, serves as one more confirmation of Bert's status as a beginning writer, particularly in comparison with Sandy's more sophisticated revision performance in this first paper.

Revisions on Paper II:

Bert's revisions at the Idea level remained low in this second paper, just as the bulk of his emphasis was in the "qualities of writing" sub-category of Wording at 93%. In like fashion, his level of change remained primarily at the Word level with 60% and the Phrase level at 33%.

In the category of "revision operations," Bert also continues in the same fashion as the first paper, with 86% at the Substitution and Deletion levels. Additionally, his self-initiated revisions and their focus on word-level concerns remain essentially the same. Like Sandy, Bert maintained the performance established in his first attempt at revising a paper, albeit at a considerably lower level on the writing hierarchy.

Revisions on Paper III:

Something happened to Bert. The percentage of his revisions in the Ideas and Wording categories has reversed to 71% in Ideas and 14% in Wording, with another 14% showing up in the sub-category Organization. In the "levels of change" category, another turn-around is evident: no revisions fell into the formerly heavily used Word category, and just 28% were in Phrase revisions. With 43% and 28% respectively in the Sentence and Theme categories, it is clear Bert has moved up the writing hierarchy in this paper.

This move to higher levels is echoed in the "revision operations" category as well. Where in the first two papers

Bert relied heavily on Substitution and Deletion, now only 14% of his changes are in Substitution. The majority are in Addition, at 71%, with the other 14% in Reordering.

When his "sources of revision" are considered, it might seem reasonable to suspect that this upward move would have been due to responses received from more knowledgeable peers. It is all the more surprising, then, to note that four out of the five revisions at the Idea level were on his own initiative, and the one Phrase change in Wording was due to response received.

Compared to Sandy, who virtually showed no movement in this paper, Bert was a steamroller. The third paper, a survey, had the potential for being fairly well developed in pre-writing planning and thus requiring less substantive revisions. With Bert, that may not have been the case, he simply may not have developed his paper as much as he eventually realized was necessary after reading other papers.

Revisions on Paper IV:

Unlike Sandy, whose growth spurt in the fourth paper was not extended to the fifth, Bert, for the most part, maintained the levels he achieved in the previous paper. His Idea development score dropped to 19%, but that was offset by his 56% score in Organization. The Wording score of 25% did result in a small Word focus where none had existed the previous paper. The "levels of change" category

continued to hold more than two-thirds of the changes in the upper levels with Theme rising to 63% over its previous 28% allocation.

In "revision operations," Addition accounted for 69% of the total changes in the paper, and, since all of the additions were in the Idea and Organization categories, this was, again, a sign that Bert was maintaining the growth seen in the third paper. However, in the case of "sources of response," Bert lagged a bit behind his previous score, perhaps because in actual numbers his total revisions on this paper were only seven.

Where this paper was, for Sandy, a considerable movement upward, for Bert it was a matter of maintaining the leap forward he'd made in the third paper and even moving a bit more up the writing hierarchy in most of the categories.

Revisions on Paper V:

In this final paper Bert has little in common with Sandy. One exception is that both completed only a small number of revisions, Bert with two to Sandy's five. In contrast with Sandy's downward movement, Bert's final revisions were confined to the area of Ideas, thus maintaining, if not moving upward. The "levels of change" he used were Sentence and Theme, and the "revision operation" of Addition was used for both. The other element that Bert had in common with Sandy was that the "source of revision" was response received rather than from Bert's own

initiative.

The possible reasons for the limited revisions and the lack of revision initiative have been discussed in previous sections. Briefly, as in Sandy's case, Bert may have thought about the opinion he was expressing for a long enough period so that he had, like an experienced writer, done much of the revision in his head. Additionally, as cited earlier, Bert's thought that his peers' papers were really done well probably applied to his own as well because it was among his best work. Despite the limited revisions and lack of self-initiated revisions, Bert has not dropped back into word-level considerations but has maintained the progress upward that began with the third paper. Unlike Sandy, once he made the move up the writing hierarchy, Bert never took any appreciable step backward, rather he maintained and even made gradual adjustments upward.

THIRD CASE STUDY: MICKEY

Mickey was the best writer among the three students in this case study; her writing was in the high B to A range, and both her journal entries and Writers' Notes were always done well. In responding to peer writing, she produced the most responses of the three. However, in making revisions, Mickey was midway between Sandy and Bert with a total of 63. Considering that more experienced writers have been shown to make less revisions than less experienced writers, it is not surprising that Mickey's total places her between Sandy and

Bert.

Analysis of Written Responses to Peers

Mickey's responses to peer writing over the semester reached a total of 92, nine more than Sandy and nearly twice as many as Bert. Like the other two, Mickey's first set of responses were more than for any other paper. Her subsequent responses to peers totaled 17, 23, 15, and 11, respectively. Mickey's greater skill as a writer would seem to account for her responses numbering more than either of the others, and it should also explain why she addressed issues in every sub-category including Flavor, an area unaddressed by Sandy and Bert.

Table 7
Mickey's Responses to Peers

Responses to Peers

	Paper I					Paper II					Paper III					Paper IV					Paper V					
	wd	ph	sen	th	$\frac{\overline{O}}{\overline{O}_1}$ %	wd	ph	sen	th	$\frac{\overline{O}}{\overline{O}_1}$ %	wd	ph	sen	th	$\frac{\overline{O}}{\overline{O}_1}$ %	wd	ph	sen	th	$\frac{\overline{O}}{\overline{O}_1}$ %	wd	ph	sen	th	$\frac{\overline{O}}{\overline{O}_1}$ %	
Q				4	4 15				1	1 6			2	4	6 26					3	3 20		1	1		2 18
P			4	9	13 50				4	7 11 64			3	10	13 56				1		1 6				4	4 36
C				1	1 4				2	2 12										1	1 6				1	1 9
I			4	14	18 69				4	10 14 82			5	14	19 82				1	4	5 33		1	1	5	7 64
Q			2		2 7			1		1 6						1		1	2	4 27				1	1 9	
P													1	1	2 9			2		2 13			2		2 18	
C			2		2 7															1	1 6					
O			4		4 15			1		1 6			1	1	2 9		1		3	3 7 47			2	1	3 27	
Q	1				1 4			1		1 6							1			1 6						
P	1				1 4								1					1		1 6						
C	1	1			2 7																	1			1 9	
W	2	2			4 15			1		1 6					0		2			2 13		1			1 9	
Q																										
P								1		1 6			1	1	2 9					1 6						
C																										
F					0			1		1 6			1	1	2 9					1 6					0	
$\frac{\overline{O}}{\overline{O}_1}$	2	2	8	14	26			7	10	17			7	16	23		1	2	4	8 15		1	1	3	6 11	
%	8	8	31	53				41	59				30	70			7	13	27	53		9	9	27	55	

Key

wd,ph,sen,th: Word, Phrase, Sentence, Theme comprise the "levels of change" category.

Q, P, C: Question, Positive Comment, Critical Comment comprise the "forms of response" category.

I.O.W.F: Ideas, Organization, Wording, Flavor comprise the "qualities of writing" category.

That some displayed percentages do not total to exactly 100% is due merely to roundoff error.

Responses to Paper I:

Like Sandy and Bert, Mickey's first set of responses were heaviest at the Ideas level in the "qualities of writing" category. Her responses at that level reached 69% of her total, with 15% in Organization, and the rest in Wording. In the "levels of change" category, Mickey's attention to Theme level concerns, at 53%, was somewhat less than Sandy's, but considerably more than Bert's. A third of her responses were at the Sentence level with the remaining 16% divided between Phrase and Word indicating that her concerns were in the upper half of the hierarchy for the most part.

Mickey's "forms of response" found her with more in Questions and less in Critical Comments than Sandy and Bert, a result that probably reflects her greater experience as a writer. Her entries in the Critical Comment category tend not to be direct criticism but rather indirect suggestions accompanied by explanations, e.g., "These two words are a little confusing. Maybe you could combine them ("less smart"). The specificity of her Praise comments was clearly superior to those produced by Bert and Sandy. Most positive comments contained reasons, as seen in these two examples: "Very nice, I can see what happened" and "Very suspenseful story."

Just as Bert's overall spread of responses was not surprising for an average writer, neither are Mickey's response results. In contrast with Sandy's performance,

Mickey differs primarily in the spread of the "forms of response" totals and in her higher level of specific responses. Considering she is the better writer of the three, it would seem logical to expect to see Mickey respond to other writing by focusing on upper level concerns, asking pertinent questions, and giving specific positive as well as critical comments. A question worth pursuing is, will such a writer benefit from doing more of what she already does well?

Responses to Paper II:

Unlike either of the others, Mickey's focus on Ideas in the "qualities of writing" category increased appreciably, from 69% to 82%. Organization contained 6% of the responses, as did Wording and Flavor. In the category of "levels of change," Mickey's Theme score raised a few points to 59% with the rest in Sentence and none in the lower half of the "change" hierarchy. This upper level score is very similar to that of Bert and Sandy, while the use of "forms of response" tends to differ. Where the others increased their questions and decreased their critical comments, Mickey instead increased her amount of praise by nearly fifteen points to 70%. Since it is such specific praise, the loss in the Question column does not seem detrimental as far as the loss of specificity that could have occurred. Her praise often teaches as much as it pleases, e.g., "Good way to show how you felt" and "Nice way to move into other's

view point."

At this point in the analysis of Sandy and Bert's responses, I was able to observe a correlation between the form of response and the levels addressed. In Mickey's case, she has just two responses in the sub-category of Critical Comments, but both are in the Theme column of Ideas, and both are phrased as indirect suggestions, e.g., "Maybe add her reactions." It may be that since the more skilled writer is less likely to address word level concerns, the correlation between critical comments and word level is appropriate only for the less experienced writer.

Responses to Paper III:

With the third paper, Mickey maintained at 82% the gain in Idea responses that occurred in the second paper. The rest of her comments are distributed equally between Organization and Flavor. Again, as in the previous paper, all of her comments fall into the Sentence and Theme columns, this time with Theme taking 40% more of her responses.

Questions have slightly increased to the level of the first paper, and, with no Critical Comments, Praise is at a high of 74%. That so much of her response occurred in the form of praise rather than questions would be more troublesome if the praise weren't so specific, e.g., "Good explanation of test" and "Good transition."

At this point, Mickey's results resembled Bert's with a

major focus on the upper levels of the "qualities" and "changes" categories, rather than Sandy's where a third of her responses resided in the Wording section.

Responses to Paper IV:

Mickey, like Sandy, had the majority of her responses in the upper levels of Idea and Organization. Because of the organization possibilities of this assignment, it seems logical that the two more sophisticated writers would address that issue as they responded to peer papers. Mickey also had a 13% Wording response and 6% in Flavor, a category never addressed by Bert or Sandy. That this is the third time in a row Mickey had given thought to the author's voice is another indicator of her higher level of sophistication as a writer, although it should be noted that she never used the descriptive terms of "flavor" or "voice" in her response. As would be expected, Mickey's responses are mostly in the upper half of "levels of change," a score shared by the others.

In "forms of response," Mickey had a turn-around; her previous emphasis on Praise has exchanged places with the Questions column. This time, Mickey has over half of her responses in Questions and a third in the Praise column. The responses in Praise vary from her earlier performance in that some are not as detailed about what she appreciates as the earlier ones had been. However, her questions continued to invite necessary improvements, e.g., "Could you add a

transition here to connect the two sentences?" In comparison with Sandy and Bert, Mickey doubled her Questions while Sandy dropped back a little, and Bert continued along with over half of his responses in the form of questions.

A review of the progress of the three responders through this fourth paper shows Mickey to be performing at about the same level overall while Bert and Sandy have both moved up the writing hierarchy in terms of less word level concerns. All three have improved in percentage of questions asked, an achievement that could help to account for the move up the writing hierarchy in two of the three.

Responses to Paper V:

In this final paper, Mickey continued to perform in much the same fashion she had since the first paper. Over 90% of her attention was focused in Ideas and Organization, and she dealt with one problem in the Wording category. The word concern was handled with a Comment: "You may not need this word." This gently suggestive remark mirrored word level comments in the first paper set of responses, both in tenor and in low percentages. After the upsurge in questions in the previous paper, Mickey returned to the two-to-one Praise and Question ratio that appeared in all of her other sets of responses. Although Sandy and Bert did not do at all badly from the first time they responded, they were never at the helpful level that Mickey could achieve. However, they did show some movement up the writing hierarchy over the semester whereas Mickey primarily

maintained the skill she displayed at the beginning.

Analysis of Revisions By Responder/Writer

Mickey's total revisions over the semester reached a total of 63, just eight more than Bert undertook and seventeen less than Sandy handled. The number of revisions per paper, in chronological order, are 11, 4, 12, 25, and 11. The four main categories into which these revisions are sorted are "qualities of writing," "levels of change," "revision operations," and "sources of revision." Despite having made responses to peers that could be placed in the Flavor column, Mickey addressed every other sub-category but Flavor as she revised her papers throughout the semester.

Table 8

Mickey's Revisions by Responder/Writer

Table 8

Mickey

[illegible]

Key :
wd.ph сен. th: Word, Phrase, Sentence, Theme comprise the "levels of change" category.
(n): "source of revision" – (n) means revision is not due to response received.
R.A.S.D: Recoding, Addition, Substitution, Deletion comprise the "revisional operations" category.
I.O.W.F: Ideas, Organization, Wording, Flavor comprise the "qualities of writing" category.
That some displayed percentages do not total to exactly 100% is due merely to roundoff error.

Revisions on Paper I:

It might seem reasonable to speculate that Mickey, the best writer of the three, would revise more like Sandy, the second best writer, than like Bert, the least sophisticated of the three. In fact, Mickey's revisions looked very much like what one might expect in a freshman composition class, with 64% in Wording, 9% in Organization, and 27% in Ideas. In accordance with that performance are the figures for the "levels of change," with 55% at the Word level and 36% for the combined Sentence and Theme score.

In the same vein as her "qualities of writing" and "levels of change" scores, are the "revision operations" percentages. Although Addition comprised 27% of her revising acts, with Reordering at 18%, Substitution, probably the most common revision activity of the less experienced writer, accounted for 55% of Mickey's revisions.

After the analysis of the three writing hierarchy categories has shown Mickey to be much like a typical freshman writer, a survey of the "sources of revision" provides another point of view. All of Mickey's revisions in the Ideas area were due to her own initiative, while less than half in Wording are her own idea. Perhaps since this was the first paper, Mickey, in being cooperative and doing as the teacher said by taking others' advice into consideration, relinquished some of her authority and thus moved amicably down the hierarchy to her responders' levels. Whether she will begin to address revisions at a higher

level, and whether those revisions will be her own idea will be of particular interest as her future revisions are analyzed.

Revisions on Paper II:

If the revisions on the first paper looked like a typical inexperienced freshman writer because Mickey relinquished her authority, then some progress can be seen in this second paper. But not overwhelmingly, even with 75% of her revisions in Ideas, because she only made four revisions, and half were due to peer responses. Nevertheless, three of the four are in Additions, rather than Substitutions, and just one is in the lower level sub-category of Deletion.

Compared to Sandy and Bert, Mickey had just a third of the amount of revisions that they undertook. In terms of areas addressed, she had moved from the lower level concerns that still involved Bert to the upper levels that Sandy continued to focus on. The question continues to be, will Mickey assert the ownership that one expects to find in more accomplished writers?

Revisions on Paper III:

This paper assignment, the survey, which may self-organize by virtue of arrangement of data prior to writing, has produced three different results for the case study writers. Where Sandy made no Organization changes, and

Bert's were at 14%, Mickey's Organization score reached 66%. Ideas received 10%, and Wording received the rest. In Sandy's case, she apparently knew exactly how much she wanted to say regarding her survey, but she had not focused as much on clear presentation of ideas as she put the paper together. With the upper level taking about three-quarters of her efforts, Mickey maintained the gains seen in the second paper.

"Levels of change" percentages were divided between the upper and lower levels, with no revision being in the subcategory of Theme. Mickey's actual writing of the paper, unlike the other two, apparently found her focusing on getting all the substance, but later discovering the need to reorganize the presentation of some of the information at sentence level and below. As the "revision operations" indicate, 50% of her efforts were spent on reorganizing at the Sentence level; Substitutions and Deletions account for most of the other revisions.

A review of the "sources of revision" shows Mickey taking a little more control with 75% of the changes due to her own initiative. In this same paper, Bert also grew somewhat in this respect although Sandy did not.

Revisions on Paper IV:

By this fourth paper, Mickey firmly established her movement to the upper levels of "qualities of writing" with

the combined score for Ideas and Organization coming to 96%, even higher than Sandy whose big growth spurt occurred at this point. An increase from 50% to 80% occurred in the "levels of change" sub-categories of Sentence and Theme, thus complementing the movement upward in "qualities of writing." Likewise, it can be seen that, with 60% revisions in Reordering and Addition, Mickey remained focused on the upper level of "revision operations."

With the upward movement seen in all the categories, it would seem reasonable to expect that Mickey, like Sandy did in this paper, also increased the percentage of revisions made on her own initiative. In fact, she did; only two of twenty-five revisions were due to peer response, giving her a 92% ownership of her revisions in the fourth paper compared to the previous score of 75%. Except for Bert's lack of increased ownership of revisions in this paper, all three have shown general movement up the hierarchy.

Revisions on Paper V:

Mickey's revision performance in this final paper again resembles that of the least talented writer, Bert, rather than that of Sandy who is closer to her equal. While Sandy seemed almost to revert to her beginning of the semester status with this paper, Mickey, like Bert, maintained her gains for the most part. The "qualities of writing" upper levels contained over 80% of Mickey's revisions, as did the "levels of change" upper categories. Just about a quarter

of her "revision operations" were in Deletion with the rest in the upper level, and most of those were in Addition.

While Mickey's actual number of revisions was more than Bert and Sandy completed, she, too, displayed a reversal in ownership of her revisions. However, at 18%, it was not quite as drastic a reduction as the other two whose every revision was due to response received from peers. Of the two actual revisions Mickey made, one was an upper level change while the other was a word level addition. The fact that not just Bert and Sandy, but even the best writer, had a reduction in ownership of revisions suggests that a shared cause probably exists. It seems likely that the assignment, the opinion paper based on a semester of reading similar pieces, has caused the reversal. Whether it was specifically due to their having read and thought for so long about the topic, or because this paper was more removed from their personal lives than any of the others, or because it was the final paper is difficult to say; perhaps it was a combination of all three that resulted in the reversal of ownership.

CONCLUSIONS

In summarizing my observations of the three writers' movements within the writing hierarchy, I need to acknowledge the kinds of problems I noticed that could have

and, at times, certainly must have interfered with the data for the study as well as the study itself. As I coded and analyzed the response and revision acts of the three students, it became clear that my coding decisions could not be guaranteed to be precisely correct measurements every time, oftentimes because I had to make assumptions about the responder-writer's intent at the time of the act. Then, too, the acts themselves were subject to influences such as the writing assignments' particular requirements.

Paper IV provides an example of both assignment effect on responder-reviser and on coding the acts themselves. Because this assignment required an interview with someone of an older generation to be presented in other than a direct narrative format, it presented two separate problems for the writers. The first, finding and interviewing someone, and transcribing that information, was apparently enough of a task in itself so that many students, intentionally or not, left the second problem, the format, for the revision session. In any case, since their revision sessions began with my reminding them to recall the actual assignment as they responded, this would have refocused them on the format considerations. For this reason, I believe, the Organization scores for this paper are higher than even the third paper which also involved format considerations, but the survey data for Paper III was much more closely connected to the organization of this paper than happened with Paper IV.

The fourth paper also challenged my coding efforts because of the way in which the organization acts involved addition of information. Since addition of information often fits with the development of Ideas category, it was sometimes difficult to decide if an improvement should go there or in the Theme column of Organization. I tried to make the decisions based on whatever the over-riding concern appeared to be. In any case, this situation was not too troublesome because both Organization and Ideas are upper level concerns, and I rarely had difficulty deciding about which acts belonged there or in the lower level of word concerns.

Just as a particular assignment can influence the level at which most response and revision acts can take place, I believe Paper V is an example of how a substantive change in paper assignments can affect the responder-reviser. As I described in the Paper V sections of each case study, this final paper assignment differed from prior ones in that it was an opinion piece based on their semester long journal activity of reading and responding to newspaper op-ed articles. It seems likely that the difference between this assignment and the preceding four could have contributed significantly to the number of reversals that occurred in both the response and the revision acts of the three students in terms of the movement upward that had been developing.

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response acts by the three students show a general movement up the writing hierarchy. This chapter has demonstrated how it is indeed possible to observe the small changes that occur during a semester through a detailed analysis of the writing processes of response and revision. However, if one wishes to make a more direct comparison, in this case for the purpose of using the category measurements to determine if responding has an effect on the writer as reviser, a more efficient method than a linear review of performance is desirable. In the next chapter, a comparison of first and second halves of the semester will be employed in an attempt to identify a causal connection between the writers' responding to peers and their subsequent acts of revising.

To conclude, the most important finding in this chapter is that there is a more comprehensive and informative method of measuring a writer's increase of sophistication over a semester than the simple comparing of final products in a blind grading session. In applying a combination of writing hierarchy measurements to the data I gathered over the semester, I have been able to look in detail at the heart of the responding and revision processes and demonstrate the ability of the writing hierarchy categories to measure the potential worth of a particular educational practice.

CHAPTER 4
MEASURING THE EFFECT OF RESPONDING
ON THE
RESPONDER AS WRITER/REVISER

Years of research leave no doubt that peer response will affect at least the piece of writing of the moment, but a more far-reaching question involves whether the act of peer responding can have an effect beyond the moment on the responder as writer. While a review of the research has not found firm evidence for such an effect, few studies have done little more than compare final products of writing classes. As seen in the previous chapter, it is possible to identify progress in writing in a more detailed manner than simple end-product comparisons.

In this chapter, I use the writing hierarchy measurements detailed in the previous chapter to compare what responder-writers say as they respond to the writing of others with what they do as they revise their own writing. The purpose is to determine whether it is possible to see if responses at higher levels in the writing hierarchy come to be reflected in the responder-writer's revisions at some point during the semester writing course. If so, then such results could help to support the theory that response (in conducive settings) can assist the responder-writer's move

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up the writing hierarchy toward global concerns more quickly than otherwise might occur without the active responding to peer writing.

A more direct comparison than that seen in the previous chapter has been accomplished through first and second half of semester comparisons of data. With five papers to consider, I figured the percentages for the two written prior to semester break and then the percentages for the three written after the break. These figures then make possible a comparison of first and second half of semester performances for both the response and the revision acts. The comparison process begins with the first half of the semester response and revision acts being compared in the categories of "qualities of writing" and "levels of change."

In addition, I review the percentage of revision acts which were undertaken upon the writers' own initiative (n) in the first half of the semester. These (n) revisions are not entirely representative of all revisions the writers might have made because some portion of the response received covered improvements the writers would have made regardless. Nevertheless, the (n) revisions do provide information regarding the writing hierarchy levels that concern each writer beyond those covered by response received.

For the first half of the semester comparisons, my interest is in whether the writers are revising at the same level of sophistication with which they are responding to

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peer papers. That information established, I next look at second half of the semester performances for growth in both response and revision acts in order to see whether response act levels are reflected in the revision acts of the writers. Once again, I consider both total revisions made as well as the (n) revisions, those due only to the writer's own initiative. Each student's data is considered separately, after which I compare and contrast the performances of the three students. To do so, I look at both the first and second half of semester tables included in this chapter as well as the graphs and coded data sheets in the appendix.

FIRST CASE STUDY: SANDY

Response in the First Half of the Semester

Even though her writing throughout the semester was above average for the most part, Sandy's first half responses were impressively sophisticated. Her upper level (Ideas/Organization) score was 93% with 78% in Ideas. Only 7% of her responses were in Wording. Sandy was an enthusiastic and cooperative student, so perhaps the class session on how to respond had struck a responsive note in her. In any case, it is hard to see how she could move very much farther up the writing hierarchy in her second half of the semester responses.

Table 9

Sandy's First and Second Half of Semester Performances

First Half of the Semester Performance

	RESPONSE%	ALL REVISIONS%	(n) REVISIONS%
Qualities of Writing:			
Ideas	78	48	38
Organization	15	25	13
Wording	7	28	13
Flavor	0	0	0
Levels of Change:			
Theme	63	5	3
Sentence	22	40	23
Phrase	0	33	18
Word	15	23	20

Second Half of the Semester Performance

	RESPONSE%	ALL REVISIONS%	(n) REVISIONS%
Qualities of Writing:			
Ideas	81	53	40
Organization	7	28	23
Wording	12	18	8
Flavor	0	3	0
Levels of Change:			
Theme	76	8	5
Sentence	12	53	43
Phrase	5	23	15
Word	7	18	8

Revisions in the First Half of the Semester

Sandy's revisions were not at the level achieved in her responses, but with only 28% in Wording, her efforts look fairly sophisticated for a freshman writer. However, the "levels of change" provide additional information that counters the impressive 48% Ideas score. With 33% of revision devoted to phrase level changes and 23% devoted to word level changes, the total of lower level changes is double the lower level Wording score in "qualities of writing." This means that while Sandy was addressing higher level concerns in "qualities of writing," she was not then developing them all at the higher "levels of change" (Theme and Sentence). A look at her revisions indicates that this imbalance resulted from Sandy's addition of a number of single words and phrases in efforts to expand her descriptions and explanations. It will be of interest to see whether this imbalance stems from response received from others, or is a result of Sandy's own initiative.

(n) Revisions in the First Half of the Semester

While (n) revisions cannot provide a complete picture of what Sandy would do on her own initiative without responses from others, they can give an idea of how closely her self-initiated revisions parallel all the revisions she made. In "qualities of writing," where her Ideas score was 48% of all revisions, Sandy's (n) revisions score for Ideas was an impressively high 38% indicating that a large portion

of her revisions relating to Ideas were, in fact, her own idea. About half of the organization revisions were also Sandy's own idea, as were about half of the wording revisions. Upper and lower "levels of change" (n) revisions strike a similar balance. The notable exception is in the Word change area where Sandy, with 20% of self-initiated changes out of 23% total, showed a heavy emphasis on lower level revision.

First Half of Semester Overview

A combined upper level score of 73% for all revisions made seemed to suggest that Sandy was revising at a level of sophistication somewhat akin to the 93% upper levels response score. Yet, the large number of word and phrase level changes, largely on her own initiative, as well as the very limited number of theme level revisions, show that Sandy made less sophisticated revisions than the numbers at first suggested.

Response in the Second Half of the Semester

Earlier, I observed that it would be difficult for Sandy to improve on the response performance she achieved in the first half of the semester. This was the case as some small movements up the writing hierarchy were offset by other regressions. In Ideas, Sandy moved a few points up to an impressive 81%. However, Organization declined by about half while Wording increased by nearly half. She showed a

little movement up the hierarchy in "levels of change" where the Theme level changes increased from 68% to 76% and Word level changes were reduced from 15% to 7%. As expected, no movement up the writing hierarchy could be seen in her second half response totals.

Revision in the Second Half of the Semester

Small advances occurred in Sandy's revision performance in the upper levels of Ideas and Organization. The sub-category of Ideas moved from 48% to 53%, and Organization went from 25% to 28%. At the same time, Wording dropped from 28% to 18%, emphasizing Sandy's turning of her attention to higher level concerns. These small improvements were supported by the "levels of change" analysis which showed that Theme moved from 5% to 8%, Sentences moved from 40% to 53%, Phrases dropped from 33% to 23%, and Words dropped from 23% to 18%. None of these were large steps, but a definite movement up the writing hierarchy is visible.

Sandy's scores for the second half revisions are much closer to her scores for the first half of the semester responses than her first half revisions were. These second half revisions reflect, in their movement up the writing hierarchy, the kinds of response Sandy gave in the first half of the semester.

(n) Revisions in the Second Half of the Semester

Sandy shows even more ownership in the second half of the semester than in the first. The Ideas category captured 53% of all revisions, and 40% of all revisions were self-initiated, as were 23% compared to the 28% of all revisions that were in the Organization category. In Wording, Sandy shows less ownership with 8% due to her own initiative when 18% of all revisions were devoted to this category. Her reduced ownership of lower level changes parallels her increased ownership of higher level revisions. Additionally, in "levels of change" she shows greater ownership of upper level changes, 48%, compared to the 61% total for all revisions, than she does of lower level revisions, 23% compared to 41% overall. Sandy is obviously transferring her ownership of revisions from the lower to the higher levels of the writing hierarchy.

To sum it up, in the second half of the semester, as Sandy's higher level revisions increased slightly, so did her ownership of such changes. Her higher level revisions increased about 10% in "qualities" and 20% in "levels," and her ownership of lower level revisions decreased, but by much smaller amounts. The improvements seen in her levels of revision overall are occurring in Sandy's (n) revisions as well.

Second Half of the Semester Overview

Considering how high up the writing hierarchy Sandy's first responses were, it was not surprising that her second

half responses were very similar to the first. With regard to her revisions, I expected that since her actual writing performance was nowhere near the level of her responses, Sandy's revisions would be focused at much lower levels. And, in fact, nearly a third of the first half revisions focused on Wording concerns and over half on Word and Phrase level changes.

In the second half revisions, Sandy's concern with Wording was reduced from a third to a fifth of her total revisions while the upper levels increased accordingly. In looking for a connection between her responses and her revisions, it is possible to see her low attention to word level concerns in her responses as a predictor of her reduced attention to them in her second half revisions. Too, the slight increase in upper level revisions reflect the concerns she attended to as she responded to peers. Altogether, Sandy's response and revision acts do not provide overwhelming evidence of a strong effect of responding on revising, but they do not disprove it either. Sandy's revisions in the second half suggest that her first half responses may have laid at least a marginal trail for her later revision concerns. SECOND CASE STUDY: BERT
Response in the First Half of the Semester

When the "qualities of writing" and "levels of change" category scores of Bert's responses were analyzed, it was a pleasant surprise to see that he focused on ideas over half of the time. Considering that he was an average first year

composition student, and Sommers (1980) had identified such students as primarily concerned with wording when they revised, Bert was at least showing that he had paid attention during the class session on how to respond to peers. A third of his responses centered on sentence organization concerns--only a small step up from word level concerns--which might help explain why Bert's scores for both word level sub-categories were each only 13% of all responses given in the first half of the semester.

Revision in the First Half of the Semester

Would Bert's revisions in the first half of the semester indicate a similar sophistication? In fact, they did not; he was the typical student described by Sommers. Bert's revisions were solidly word oriented. The Wording sub-category held 90% of his revisions, while the "levels of change" Word score was 60% with 30% in the Phrase level. The revision Idea score of 10% presented a striking difference from Bert's response Idea score of 57%, and the Response Organization score of 30% had no similarities to

Table 10

Bert's First and Second Half of Semester Performances

First Half of the Semester Performance

	RESPONSE%	ALL REVISIONS%	(n) REVISIONS%
Qualities of Writing:			
Ideas	57	10	0
Organization	30	0	0
Wording	13	90	60
Flavor	0	0	0
Levels of Change:			
Theme	17	7	0
Sentence	65	3	0
Phrase	4	30	23
Word	13	60	37

Second Half of the Semester Performance

	RESPONSE%	ALL REVISIONS%	(n) REVISIONS%
Qualities of Writing:			
Ideas	85	40	16
Organization	15	40	32
Wording	0	20	4
Flavor	0	0	0
Levels of Change:			
Theme	70	52	36
Sentence	30	20	8
Phrase	0	20	8
Word	0	8	0

Bert's own revisions. Reverse mirror images are evoked by a comparison of the 57% Idea score coupled with the 30% Organization score in Bert's Responses with the 90% Wording score in his Revision performance. The "levels of change" category comparison presents a similar lopsided mirror image with Response's upper level Theme and Sentence sub-categories adding up to 82% while Revision's lower level Phrase and Word sub-categories total 90%. There is no doubt that Bert did not do for himself what he had recommended to others.

(n) Revision in the First Half of the Semester

On the off chance that Bert has been misled by heavily word-oriented advice from his peers, his (n) revisions should be considered. A brief look at the scores for revisions he made on his own initiative shows that Bert did even less well on his own. In the "qualities of writing" category, Bert's revisions are only in the Wording column, and they total 60% of all the revisions he made on this paper. A glance at "levels of change" shows that the Wording revisions were divided into phrase and word changes. Had Bert only revised based on response received, he would have scored farther up the writing hierarchy overall than he did. As it is, in terms of ownership of his writing, Bert seems to be exercising his powers only at the lowest level of the writing hierarchy.

First Half of Semester Overview

Quite clearly, Bert's responses showed that while he was capable of responding at above word level concerns, he was a fairly typical freshman writer in his attention to lower level concerns in his own revision efforts. In considering the second half of the semester scores, I looked to see if Bert maintained his performances or moved in either direction. If movement of some kind occurred, then I would focus on Bert's revising performance to see if it in any way reflected what he had done as a responder.

Response in the Second Half of the Semester

In the act of responding during the second half of the semester, Bert not only maintained the rather impressive upper-level-oriented performance seen earlier, he improved upon it. His responses to peers regarding development of ideas were 85% of all responses in the second half--almost a 30% improvement. Organization is reduced to 15%, probably because Bert no longer spent time suggesting that sentences be combined or separated. Wording, which had received a 13% score before, moved to no comments at all. Bert's responses definitely moved up the writing hierarchy; here was an average freshman writer responding to peer first drafts better than many teachers do.

Revision in the Second Half of the Semester:

Since, in the first half of the semester, Bert's revisions had very little connection with what he said in responding to peers, it is of particular interest whether this disparity will widen because of his increased ability to respond at higher levels of concern, or whether it will decrease because he had begun to apply his knowledge to his own writing. The second half of semester percentages indicate that Bert made almost a complete turn-around. Just as in the first half of the semester when his revision performance was a reversed mirror image of his upper level responses, the second half revision performance is close to a reverse mirror image of his first half revision efforts. Comparing the earlier and later "qualities of writing" scores shows the 10% in Ideas moved to 40%, the earlier 0% in Organization moved up to 40%, and 90% in Wording dropped to 20%. Similar changes appeared in the "levels of change" categories.

While Bert's second half revisions do not reflect the improved scores he attained in second half responses, they do very closely parallel the response scores of the first half. The Idea score for the first half responses was 57% while the second half revision score for Ideas was 40%. The first half response in Organization was 30% with the second half revision score for Organization coming in at 40%. Wording in the first half responses came to 13%, and it was limited to 20% in the second half revisions. Clearly, the

revisions of the second half of the semester are following in the tracks of the responses produced in the first half of the semester.

(n) Revisions in the Second Half of the Semester

In all the revisions he chose to make, Bert reflected the level of concern he showed in his early responses. Yet, there was some question regarding Bert's ability to focus on higher levels of concern without the advice of others. Although looking at his (n) responses does not provide a view of all the responses Bert might have made had he not received response from peers, it can offer a certain degree of insight based on what he has done purely on his own initiative. Where, in the first half of the semester his (n) revisionse fit solely in Wording, in the second half he demonstrated a turn-around surprisingly similar to that seen in all revisions made. He went from all of his revisions being in the sub-category of Wording to 16% in Ideas and 32% in Organization. Equally remarkable, his Wording score decreased from 60% to 4%--a reduction in lower level concerns that emphasizes his move up the writing hierarchy. The "levels of change" scores support this move with 36% at Theme level, 8% at Sentence level, 8% at Phrase level, and nothing at the Word level of change.

Second Half of Semester Overview

Bert's revisions on his own initiative were at least as impressive as his overall revision totals for the second half of the semester. In both cases, the movement up the hierarchy that Bert demonstrated in his revisions is reflective of the levels he attended to in his first half of the semester responses. Upper level responses in the first half of the semester totalled 87% while all revisions at the upper level totalled only 10%, but the upper level revisions in the second half of the semester reached a remarkable 80%. More specifically, the first half Ideas total for response was 57%, while the second half Ideas total for revision was 40%. Organization response scored 30% in the first half of the semester, and Organization's revision score in the second half was 40%. The lower level Wording category scored 13% in the first half response, and went from 90% of all revisions in the first half to 20% of all revisions in the second half. At the same time, even the revisions done purely on his own initiative in the second half, 4%, reflect the Wording score of the first half responses, particularly since the first half score for (n) revisions was 60%. Although not an exact correspondence, a relationship can be seen to exist between what Bert recommended to his peers in the first half of the semester and the kinds of revisions Bert undertook in the second half of the semester.

THIRD CASE STUDY: MICKEYResponse in the First Half of the Semester

Because Mickey was the most talented of the three student writers, her focus on upper level concerns and her considerably smaller attention to lower level concerns were not unexpected. In the "qualities of writing" category, she scored 74% in Ideas, 12% in Organization, 12% in Wording, and 2% in Flavor. The "levels of change" scores were, of course, similar, with 56% in Theme, 35% in Sentence, 5% in Phrase, and 85% in Word level changes suggested. This is the kind of response performance one might expect in the more advanced freshman writer.

Revision in the First Half of the Semester

Interestingly, Mickey's revisions in the first half of the semester were considerably less sophisticated than her responses might have suggested they would be. With 40% of her revisions in Ideas and 7% in Organization, Mickey had 53% in Wording. Again, her "levels of change" scores were analagous. When her responses were 87% in the upper levels, it was a little startling to find that over half of her revisions were at the word level.

(n) Revisions in the First Half of the Semester

A look at Mickey's (n) revisions showed that some of her heavy focus at the word level may have been due to her

Table 11

Mickey's First and Second Half of Semester Performances

First Half of the Semester Performance

	RESPONSE%	ALL REVISIONS%	(n) REVISIONS%
Qualities of Writing:			
Ideas	74	40	33
Organization	12	7	0
Wording	12	53	20
Flavor	2	0	0
Levels of Change:			
Theme	56	27	13
Sentence	35	20	20
Phrase	5	13	0
Word	5	40	20

Second Half of the Semester Performance

	RESPONSE%	ALL REVISIONS%	(n) REVISIONS%
Qualities of Writing:			
Ideas	63	31	17
Organization	24	56	46
Wording	6	13	8
Flavor	6	0	0
Levels of Change:			
Theme	61	21	13
Sentence	29	52	38
Phrase	6	10	10
Word	4	17	10

polite reception of peer advice. A review of her self-initiated revisions indicates that she did pay a bit less attention to word level concerns with only three of eight (n) revisions having that focus compared to eight of fifteen total revisions. The most impressive information to be found in her (n) revisions is that five of the six Idea based revisions were her own idea, not the subjects of response received from peers.

First Half of the Semester Overview

In terms of ownership, Mickey owns the best part of the revisions she made. Except for her decision to take much of the word level advice she received, Mickey has revised much like what might be expected in a student whose response levels were so high to begin with.

Response in the Second Half of the Semester

A look at Mickey's response scores for the second half show only the smallest movement upward which was to be expected since her first half of the semester efforts were already predominantly in the upper levels. This next set of responses shows that she concentrated a little less on development of ideas but doubled her responses in connection with Organization concerns. She cut her Word responses by half to only 6% while Flavor went up to 6%. Once again, the "levels of change" reflects these minor changes. Since she did not move much along the writing hierarchy from first

half of semester responses to second, the primary question involves whether that means she will also show little movement upward in the revisions she did for the second half of the semester.

Revision in the Second Half of the Semester

In the first half of the semester, over half of Mickey's revisions focused on word level concerns, but in the second half only 13% of all revisions were word related. While the Ideas percentage dropped a little, from 40% to 31%, the Organization percentage increased from 7% to 56%. This increased her upper level revisions from 47% to 87% of the total revisions made. Since a major portion of the organization-related revisions were at the sentence level of change, that is probably what caused the theme level score to drop below the sentence level total. Nevertheless, the upper level total for "levels of change" has increased from 47% to 73%, very comparable with the combined Idea and Organization qualities' upper level score.

Mickey's revisions produced, at the least, a 26% higher score in upper levels of concern, and a 40% reduction in attention to word level concerns. Another look at first half of semester response scores indicates that while the reversal in Ideas and Organization scores noted earlier does not reflect the first half response distribution in the upper levels, the upper level totals are almost exactly the same. The first half response total for the upper levels of

concern is 86%, and the second half revision combined total for Ideas and Organization is 87%. The Wording percentage in the first half response was 12%, and in the second half revision it is 13%. Put plainly, there is almost an exact parallel between the responses of the first half and the revisions undertaken in the second half.

(n) Revision in the Second Half of the Semester

In the first half of the semester, 53% of Mickey's revisions were due to her own initiative; in the second, 71% were (n) revisions. She increased her percentage of ownership, but had the level of the self-initiated revisions kept up with the movement up the hierarchy seen in all revisions undertaken? Her previous score of 33% in Ideas with nothing in Organization was improved in the second half with 17% in Ideas and 46% in Organization for a total of 63%. Put in the light of the all revision total of 87%, Mickey's ownership of higher level revisions is assured. In addition, with the (n) revisions dropping from 20% to only 8% Wording consideration, Mickey's movement up the hierarchy is established.

Second Half of Semester Overview

As the first half of the semester showed, Mickey, although the best writer of the three, was revising at a far

less sophisticated level than that at which she had been responding. Her responses, which had been quite high up in the writing hierarchy, moved only a little farther up in the second half of the semester. Her revisions, however, moved so far up the hierarchy that a comparison between first half of the semester responses and second half of the semester revisions show a remarkable parallel. Particularly impressive is the close fit between the upper level scores of 86% for response and 87% for revision, and the Wording scores of 12% and 13% respectively. Mickey's revisions, at least in terms of upper level vs. Wording, have followed in the tracks of her first half of semester responses almost exactly.

CONCLUSION

The measuring categories selected for this study seem to have the potential for determining whether responding has an effect on the responder as writer/reviser. Further, the information gathered in this study suggests that there may be a connection between the two processes. Following is a brief review of the data and my tentative conclusions regarding the response-revision relationship.

All three students provided relatively sophisticated responses to peer writing in the first half of the semester, but Sandy's was the most impressive with 93% of her response in the upper levels of Ideas and Organization. Bert and Mickey followed closely with 87% and 86% respectively.

Their high scores in the upper levels and the low Wording scores of their responses were not, however, reflected in their revisions during the first half of the semester. They were not applying what their responses to peers indicated that they knew about writing. Nevertheless, by the second half of the semester, the knowledge about writing displayed in their first set of responses appeared to be reflected in the revisions they performed on their on papers.

In terms of attention to wording, that typical focus of the first year writer-reviser, Bert made a remarkable reduction from 90% to 20% in the second half of the semester, and Mickey successfully reduced hers from 53% to 13%. Although not as striking as the others, Sandy's Wording score went from 28% to 18%. This same movement is seen also in the bottom half of "levels of change" where Bert went from 90% to 28%, and Mickey moved from 53% to 17%, while Sandy moved from 56% to 41%. Despite these variations in performance, however, all three students did move up the writing hierarchy in terms of the emphasis of their revisions for the second half of the semester. As they did so, they reflected in varying degrees the levels of concern they addressed in their first half of the semester responses to peers.

In the first half of the semester, Sandy's upper level response score of 93% is 20% higher than her upper level revision score. By the second half, her revision score in the upper levels of Ideas and Organization has increased to

81%, and her attention to wording concerns has dropped correspondingly. In comparison, Bert showed a dramatic increase in his focus on higher level concerns. He scored 87% in upper level responses in the first half and only 10% for upper level revisions, but his second half revisions more closely parallel his first half responses with an upper level score of 70%. In Mickey's case, her revisions almost exactly follow in the tracks of her first half of the semester responses to peers. Her first half upper level response score was 86%, and her first half upper level revision score was 47%, but by the second half the upper level revision score had come up to 87%, actually surpassing her original response score of 86%. Mickey and Bert, more strongly than Sandy, seem to have provided support for the hypothesis that response acts can at least predict, and possibly influence, subsequent revision acts.

Why are Bert and Mickey, who are the farthest apart in writing skills, so similar in terms of their movement up the writing hierarchy? I believe it is because what they do in revision reflects the nature of their concerns in their responses. As they recognized the importance of the writing hierarchy upper levels of ideas and organization, they also came to recognize the lesser value of wording concerns, at least in response to first drafts. In revising their own work in the second half, they began to apply this knowledge which resulted in the impressive reduction in attention to wording and the greater attention to higher level concerns.

In Sandy's case, the smaller reduction in attention to wording while revising may be due to the fact that her original Wording score for her revisions was considerably lower than either of the other two students, so any reduction could not be as dramatic as that experienced by the others. Although Sandy's improvement was not as impressive as the others because of her strong early performance, she also saw growth in the upper levels and a reduction in Wording in her second half revisions.

My attempt at determining whether responding to peer writing affects the responder as writer appears to demonstrate that responding does have some effect. At the least, it can be seen that responses apparently come to be reflected in varying degrees in the responder's revisions. Certainly, without using this method of measuring to compare classes that do and do not use response, it is not possible to conclude absolutely that response concerns come to be reflected in revisions undertaken. Nevertheless, the method of measuring undertaken in this study appears to have the capacity for measuring the effect of peer response far more sensitively than the end-product comparisons used in the past.

CHAPTER 5
CONCLUSIONS, IMPLICATIONS,
AND QUESTIONS FOR FUTURE RESEARCH

Studies of peer response predominantly look for evidence of its value by assessing whether the final products of peer-response classrooms are superior to those from non-response settings. Where researchers look for information certainly will affect what they find. Despite the complexities of the data and the presence of influences that cannot be specifically identified, this study gives reason to believe that it is possible to move beyond product measurement and measure growth within the writing process itself.

In my case study of three college freshman composition students, I went beyond product comparisons to explore the effect of peer response activities on the responder's own writing as evidenced in the revisions that followed. In Chapter 3 I show how writing hierarchy measurement categories could be used to trace movement up the writing hierarchy in both response and revision data. An analysis of response and revision acts in the three case studies showed the students' growth over the period of the semester. In Chapter 4, the analysis provided evidence that response

activities at least predict, and probably influence, revision activities over time.

This concluding chapter will begin with a discussion of the delay that occurs as learning takes place, since it is so relevant to the question of the effect of responding on revising activity. In addition, I will address the importance of classroom method and setting in the teaching and study of peer response. Following the section on pedagogical implications are questions related to this study that could be addressed in future research.

CONCLUSIONS AND IMPLICATIONS

The Delayed Effect of Peer Response

As this study's first chapter review of research reported, little support has been found for the superiority of peer response groups' final products. Despite this weak showing, peer response continues to be extolled by a larger and larger group of supporters because the recognition of knowledge and learning as social constructs argues strongly in favor of the beneficial effects of peer interaction in the composition classroom. Nystrand (1986) provided a description of the effects of peer response in what he called "Vygotskian terms," when he said that

We may regard intensive peer review as a formative social arrangement in which writers become consciously aware of the functional significance of composing behaviors, discourse strategies, and elements of text by managing them all in anticipation of continuous reader feedback (211).

Similarly, when students of writing are looking for and seeing not only problems in writing, but also good writing techniques, they are achieving the desirable goal of reading like writers. In doing so on a regular basis, writing students are engaging or "dwelling" in the kind of repetitive activity that Polanyi and Prosch (1975) identified as the way in which a great deal of an individual's knowledge is gathered. Peer response in a writing class thus offers the social setting within which an individual develops personal knowledge.

As noted in this study's first chapter, Wertsch (1985) pointed out that Vygotsky's theory of the "zone of proximal development" is translatable into small groups of individuals "engaged in concrete social interaction" (60). Similarly, I believe, another of Vygotsky's learning theories can be applied to the learning of writing. I think it is possible that quality forms of response, such as those that are produced by positive comments and pertinent questions, may be serving as the external speech that Vygotsky (1981) identified as "mental orientation, conscious understanding... speech for oneself, intimately connected with the child's thinking" (133). The external speech to which Vygotsky refers is thought that is on its way to being internalized. When students choose to write a response regarding some quality of writing that has caught their interest, it seems likely this writing is serving as a form of externalized speech. What they respond to comes from the

social setting they are in--it is talk in print, their particular topic is selected by them, and, while it is true they know they are writing to someone, at the same time they are making many decisions for themselves about the subject upon which they are writing. This will be particularly true when the subject of their response is something that is relatively new to them, possibly something they noticed in other writing or other responses. Eventually, through external speech/written responses, the subjects that were once new will become internalized. I think this process may help to explain how revision acts come to reflect response.

Bert, an example of a fairly average freshman composition student, gradually developed his receptive powers as he read and responded to peer papers. This active process of responding was seen to not only increase his own receptive knowledge but also to predict his eventual application of this knowledge to his own revising process. That students would develop the ability to successfully respond before being able to apply this knowledge to their own revising reflects the kind of delay seen in vocabulary acquisition. Just as a difference of time exists between receptive vocabulary and productive vocabulary, so can such a delay be expected to exist in other learning processes. As Vygotsky observed in his study of adolescents' operations with concepts, "a striking discrepancy" exists between students' "ability to form concepts" and their "ability to define them" (79). Due to two Writer's Notes that I

assigned, I was able to see, once again, a form of the delay that occurs.

The first Writer's Notes was a pre-response activity undertaken just before the students responded to the first draft of the last paper assignment. They were asked to "recall what you know or have learned about writing in this class that will be of value to have thought about/or to refer to as you read and comment on your classmates' first drafts." A week and a half later, on the last day of class, the students were asked to give "your current perception of what is involved in revision." As might be expected, most of their definitions of revision were not as impressive as the list they made when they were planning to actually make revision suggestions. An example of a "striking discrepancy" was the difference seen in Andy's Notes. For his checklist for the last paper, he wrote

I am going to look for description, detail, facts.

Transitional paragraphs--how the paper flows.
What form the paper is written in (ex. story...)
Try to make suggestions or comments on sentence structure.

Does the paper have a thesis (which is the main point the author is trying to make).

Look for words that could have other words used (instead of repeating the same word over).

Do they have examples of what they're saying.

Do they have a good intro and conclusion as well as body paragraphs.

Do they explain the other person's point of view.

Do they get their point across.

Andy was an above average writer, somewhere between Bert and Sandy, so after seeing this list, I had high expectations

for his description of revision. He wrote one sentence: "My perception of what is involved in revision is a combination of structural changes and/or punctuation and spelling changes." He demonstrated what Vygotsky had described:

The adolescent will form and use a concept quite correctly in a concrete situation but will find it strangely difficult to express that concept in words, and the verbal definition will, in most cases, be much narrower than might have been expected from the way he used the concept (79).

Andy's list and the kinds of responses that Andy gave to his classmates demonstrated that he knew the difference between revision and the mechanical concerns of editing. In practice, he knew what revision was about; in a situation outside of the act of revision, he found it difficult to express what he knew.

At some point, of course, experienced writers do become able to define a concept like revision. It is a matter of experience and time before the writer can produce an acceptable definition--much like it is a matter of time before one speaks a word one has known but never produced in conversation, and much like the delay that occurs between being able to comment upon a writing feature and being able to produce it in one's own writing.

Pinpointing the period of time that occurs between reception and production or acquisition and application is not easily done. It appears, in my case study of the three students, that response activities do lead to movement up the writing hierarchy in terms of how they approach

revision. What the length of time is before these concepts appear in first drafts is yet to be discovered. No evidence is available to argue that the delay that occurs between knowledge displayed in responses and its subsequent appearance in revisions can predict the time lapse between application in revision and application in a first draft. Nevertheless, I am only a little hesitant in speculating that, since it appears to take half a semester or more for response knowledge to show up in revisions, it could take approximately that long for the same knowledge to be produced in a first draft. For this reason, I doubt that end of semester final product comparisons of peer response with non-response classes are able to ascertain the true benefits of a peer response class. If the results show little or no difference in quality of papers at the end of one semester, it does not seem rash to suggest that, after the period of time that learning requires, the peer response class will have the edge.

The Importance of Classroom Method and Setting in the Study of Peer Response

Because so much is involved in a writing classroom, it is difficult to positively conclude which parts of a classroom experience may have contributed most to a successful learning situation. In Chapter 2, I tried to describe the classroom situation as clearly as possible so the reader would be aware of all that might have contributed

to the setting in which I measured movement up the writing hierarchy. Although it would be difficult to identify what does or does not work with any high degree of certainty, I believe there were two aspects of the classroom that had a major effect: written response, and the forms of response--questions and positive comments. I want to address these aspects of peer response because there are so many different possibilities for peer response classrooms that no study of the technique can be of practical value if there is no recognition of what the predominant elements are that contributed to a particular peer response classroom.

One of my primary reasons for using written response was the anxiety factor that arises when the composition students aren't secure about their writing and fear public criticism. These students are, I believe, very similar to the second language acquisition students for whom Krashen (1984) wished to insure success by lowering the "affective filter" (73). A high affective filter produces a condition where fear or worry can filter the information the student can receive--that is, the more anxiety, the less information that gets through.

In my classroom experiences with oral peer response, I found that, no matter how I cautioned them in advance, verbal interaction did not provide the helpful support or learning possibilities I hoped for. One of the main reasons that I could detect was the underlying fear that they would be "cut down" or "trashed." Some people, indeed, did make

critical comments that hurt feelings; others said nothing but vague polite comments, probably to avoid receiving criticism of their own work. Even if someone did manage to ask useful questions, the writers often felt compelled to defend what they had written, rather than try to answer a valid question.

Because I could not solve the anxiety that surrounded oral response, and because I believed they might learn more about writing by reading and then writing about it without fear of insult, I introduced written response. In addition to reducing the anxiety problem, another advantage of written response is that usually a person thinks a little longer before writing than before speaking. I think the responses my students give now in writing are far more helpful than anything I ever heard during oral response sessions. Another advantage is that the writer receiving the response is not forced to immediately come up with an answer to a response without having time to think about it.

The problem of anxiety over feeling foolish in a public situation virtually disappears with the practice of written response and the use of positive statements and questions. A review of research by Hillocks (1986) on the effect of negative and positive comments found highly significant results for what I had learned in practice, "Negative comments have negative effects, and positive comments--on the average--have positive effects" (221. Sometimes students seem to be quite aware of this, and they will use

praise like a coupon for the question or comment they want to write. For example, Pat politely wrote to Carolyn, "Good intro, but could you explain what Kelly's place is?" I notice that as the semester goes on, the students will use indirect suggestions in place of questions, beginning them with "maybe" and occasionally placing a question mark at the end as though to further soften the impact of the suggestion. No one ever mentioned that such an approach bothered them, so I can only assume that once the initial anxiety is assuaged by praise and polite questions, they find no offense in indirect commentary.

An objection to using written instead of oral response may be lodged by those who feel that, by writing responses, students are not experiencing the "collaborative conversation" that Bruffee (1984) found so valuable in peer interaction. However, I found that students talk to one another from time to time, especially with the persons sitting on either side, and they also partake in a form of discussion in writing. Without any encouragement on my part, students respond to each other's responses.

In the set of papers used for this study, there were many places where one responder or more would agree with another's comments. Frequently, they agreed with each other about things that writers had done well, but they also expanded on one another's efforts to improve an area. An example from one of the first papers involves the writer, Andy, moving abruptly from a comment about how much gas was

left in his car to describing his reaction to some monuments he had seen. The first commenter asked, "What does this have to do with the gas?" The second wrote, "Maybe talk about these monuments later or in the end?" A third responded to the first two comments saying, "I agree. Don't you think these would fit in better elsewhere, and why were they so emotional?" Due to this written conversation, Andy realized that the description of his reaction to the monuments interfered with the story he was trying to tell. In his next draft, he solved the problem by eliminating the sentence describing his reaction to the monuments and, instead, inserting their names into the remaining sentence in place of the non-descript word "monuments."

Written conversations include disagreement as well as agreement, and I noticed the appearance of a kind of give-and-take discussion. In the second writing assignment, when Karin was describing her parent's warnings about her desire to buy a car, she referred to the "up keep" that her parent thought she could not afford. The first responder circled the words and wrote, "What do you mean here?" The second responder wrote, "I understand, that's fine." When she revised, Karin took the middle ground, substituting the word "maintenance" rather than explaining the reference any further.

As the semester went on, the students moved from word and sentence arrangement to more substantive concerns. In the fifth paper, Jane was arguing against the closing of a

regional center, and she listed some of the center's past accomplishments with double spaces between each one. But with only a brief introduction and no follow-up remarks, the result perplexed her readers who responded with a variety of comments:

What do you think of all these?
 Maybe include your opinion in this paragraph.
 You might want to combine the information into a paragraph.
 Could you maybe turn this into a paragraph stating the facts.
 Yes.
 Maybe give an ex. of an institution similar to MORC that has closed down and its impact.

When she revised, Jane wisely ignored the advice to combine the list of accomplishments into a paragraph, and instead addressed the problem that led to such advice. By taking the first set of advice and adding a paragraph that explained the importance of the center's accomplishments, she made clear the reason for the list. In addition, she took the final responder's advice regarding an example and used it to strengthen her argument.

Writing positive comments and questions in response to peer writing appears to allow a form of collaborative conversation that benefits both responder and writer. Without these components, I am not certain there would have been a writing hierarchy movement to measure between the act of response and the act of revision.

Further Pedagogical Implications

1. Student response almost always seems to occur at a higher level of knowledge about writing than does student revision activity. This difference between what is known and what is practiced appears to closely resemble the receptive vs. productive capacity that is seen in vocabulary acquisition. Just as a teacher may not be in contact with a student long enough to see the productive capacity for a word arrive, a similar situation exists with writing knowledge. For this reason, an end of the year assessment should not be expected to tell everything that was taught and learned in that year's class.

2. The form of response used may have positive or negative effects, depending upon the nature of the student and the class, therefore teachers should include instruction on appropriate ways to respond at the beginning of the semester. An emphasis on questioning and making positive comments seems to not only alleviate potentially stressful situations, but may also raise the level of the comments being made from the typical focus on word level concerns. If response acts influence revision acts as this study suggests, the teaching of appropriate ways to respond is a crucially important part of the composition class. It is one more reason to pay heed to Kenneth Bruffee's (1984) call for judiciously designed assignments that indirectly structure effective peer collaborative conversation.

3. Since most of the teaching about writing that

occurred in this class was due to peer collaboration, the results of the analysis suggest that peer response was a valid form of teaching in this first year composition class. The positive effect may have been due to a combination of effects: active reading and thinking about other writing, seeing and considering other students' already written comments about the piece of writing, and then composing another piece of response to the writing. Although similar comparisons of a peer response class with a non-response class are needed to confirm my preliminary results, these results do suggest that peer response, judiciously arranged, is a valuable contribution to the composition classroom.

QUESTIONS FOR FUTURE RESEARCH

Because the measuring system developed for this research approach produces a view of revision following in the tracks of response, the next research step should be a comparison of revisions made by a peer response class with those made by a class that does not use peer response. In addition, a comparison should be made with a class in which the only response received is that of the teacher. This would permit a view of what both offer to the revision process and provide a sense of where instructors' attention could be more fruitfully placed.

The "average" student in this study, Bert, showed such dramatic increases compared to the two more advanced writers that it is quite obvious that more indepth studies of

similar students is necessary. Further, it would be important to look at the revisions of other "average" students in non-response classes to see if they experience such a movement up the writing hierarchy in their writing sensibilities. Because of the lower increases seen in the case studies of Mickey and Sandy, it also could be informative to look more closely at the effect of peer response on more capable writers, although their smaller improvements may simply be due to the fact that they had less to learn about writing than Bert did.

Future studies of the effect of peer response involving written response could also consider what the effect of seeing other students' comments is on a student who composes a response after reading other responses. An additional issue is whether the effect of seeing comments stultifies rather than stimulates later comment.

Although this study gathered information regarding the forms of response--question, praise, and critical comment--for peripheral information only, a future study could focus directly on these forms and possibly confirm the value of one form over another. A refined version of these forms would separate critical comments into two types, direct and indirect, because the indirect critical comment seems to be less likely to provoke anxiety. A major question would then concern whether there is a correlation between the least anxiety-producing form of comment and the producing of responses at higher levels of the writing hierarchy.

Another question worth considering relates to gender and whether the use of questions and praise help to reduce aggression and make for a more even playing field in the co-educational classroom.

Finally, an area that requires additional attention is the refinement of the coding categories utilized in this study. With their improvement, I believe future research in this area will be capable of looking even more deeply into the fabric of the complex processes of response and revision. In doing so, we may come closer to reaching success in the task that Robert Scholes identifies for us in his book Textual Power (1985):

Reading and writing are complementary acts that remain unfinished until completed by their reciprocals. The last thing I do when I write a text is to read it, and the act that completes my response to a text I am reading is my written response to it. Moreover, my writing is unfinished until it is read by others as well, whose responses may become known to me, engendering new textualities. We have an endless web here, of growth, and change, and interaction, learning and forgetting, dialogue and dialectic. Our task as teachers is to introduce students to this web, to make it real and visible for them insofar as we can... (20-21)

APPENDICES

APPENDIX A

UCRIHS LETTER OF APPROVAL

APPENDIX A

MICHIGAN STATE UNIVERSITY

OFFICE OF VICE PRESIDENT FOR RESEARCH
AND DEAN OF THE GRADUATE SCHOOL

EAST LANSING • MICHIGAN • 48824-1046

June 18, 1992

Celeste Resh
6740 Highland Dr.
Laingsburg, MI 48848

RE: THE EFFECT OF WRITTEN RESPONSES ON THE RESPONDER AS WRITER, IRB #92-257

Dear Ms. Resh:

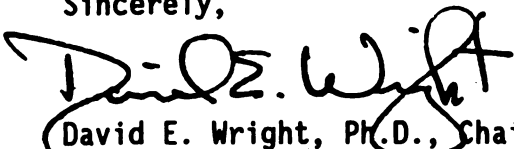
The above project is exempt from full UCRIHS review. The proposed research protocol has been reviewed by a member of the UCRIHS committee. The rights and welfare of human subjects appear to be protected and you have approval to conduct the research.

You are reminded that UCRIHS approval is valid for one calendar year. If you plan to continue this project beyond one year, please make provisions for obtaining appropriate UCRIHS approval one month prior to June 11, 1993.

Any changes in procedures involving human subjects must be reviewed by UCRIHS prior to initiation of the change. UCRIHS must also be notified promptly of any problems (unexpected side effects, complaints, etc.) involving human subjects during the course of the work.

Thank you for bringing this project to my attention. If I can be of any future help, please do not hesitate to let me know.

Sincerely,



David E. Wright, Ph.D., Chair
University Committee on Research Involving
Human Subjects (UCRIHS)

DEW/pjm

cc: Dr. Marilyn Wilson

APPENDIX B
REVISION GUIDE FOR READERS/WRITERS
RESPONDING TO A 1ST DRAFT PAPER

APPENDIX B

REVISION GUIDE FOR READERS/WRITERS RESPONDING TO A 1ST DRAFT PAPER

Your job is that of a member of an audience who is trying to help the writers by telling them what is done well and asking questions about parts that don't work as well.

Write your compliments or ask questions in the margins of the papers and even on the backs of pages if you need the room.

Compliments:

--Comment on things you see in the writing that you think are good. And let the writer know why you like each one.
EXAMPLES:

"I like this introduction--it really makes me want to read on and find out more."

"You explained this part well--I could see exactly how the accident happened."

"I like the way you described your reaction to..."

"I like the way you wrote..."

"I think your dialogue was realistic here because..."

"I like how you organized the events--it gives it suspense!"

"Your ending really made it clear that you thought..."

Questions:

--Ask about parts you think could be better. EXAMPLES:

"Did you mean for your intro to suggest that you really disliked your grandma? If not, maybe you could insert the word 'jokingly' right here."

"I got lost right here--could you save this descriptive part until after you're done telling what happened to you?"

"Could you add more description to this part because..."

"Is this part in the best order, because I don't get..."

"Could you use a different word here because this one..."

"Should this paragraph maybe be two paragraphs?"

"Could you combine some of these sentences?"

"Could you develop your ending a little more because..."

APPENDIX C

BASIS FOR RESPONSE CATEGORIES

APPENDIX C

BASIS FOR RESPONSE CATEGORIES:

In Measuring Growth in English (1974), Paul B. Diederich described his work with teachers in developing a consistent approach to rating writing. Through surveys, a factor analysis, and workshops with teachers, Diederich's study evolved a list of factors or qualities of writing as well as descriptions of salient characteristics. The factors were divided into two categories, General Merit and Mechanics. Following are Diederich's descriptions of the qualities and characteristics found in the General Merit category:

1. IDEAS:

High

The student has given some thought to the topic and writes what he really thinks. He discusses each main point long enough to show clearly what he means. He supports each main point with arguments, examples, or details; he gives the reader some reason for believing it. His points are clearly related to the topic and to the main idea or impression he is trying to convey. No necessary points are overlooked and there is no padding.

Middle

The paper gives the impression that the student does not really believe what he is writing or does not fully understand what it means. He tries to guess what the teacher wants and writes what he thinks will get by. He does not explain his points very clearly or make them come alive to the reader. He writes what he thinks will sound good, not what he believes or knows.

Low

It is either hard to tell what points the student is trying to make or else they are so silly that, if he had only stopped to think, he would have realized that they made no sense. He is only trying to get something down on paper. He does not explain his points; he only asserts them and then goes on to something else, or he repeats them in slightly different words. He does not bother to check his facts, and much of what he writes is obviously untrue. No one believes this sort of writing--not even the student who wrote it.

2. ORGANIZATION:

High

The paper starts at a good point, has a sense of movement, gets somewhere, and then stops. The paper has an underlying plan that the reader can follow; he

that makes the paper come out in a way that the reader does not expect, but it seems quite logical. Main points are treated at greatest length or with greatest emphasis, others in proportion to their importance.

Middle

The organization of this paper is standard and conventional. There is usually a one-paragraph introduction, three main points each treated in one paragraph, and a conclusion that often seems tacked on or forced. Some trivial points are treated in greater detail than important points, and there is usually some dead wood that might better be cut out.

Low

This paper starts anywhere and never gets anywhere. The main points are not clearly separated from one another, and they come in a random order--as though the student had not given any thought to what he intended to say before he started to write. The paper seems to start in one direction, then another, then another, until the reader is lost.

3. WORDING:

High

The writer uses a sprinkling of uncommon words or of familiar words in an uncommon setting. He shows an interest in words and in putting them together in slightly unusual ways. Some of his experiments with words may not quite come off, but this is such a promising trait in a young writer that a few mistakes may be forgiven. For the most part, he uses words correctly, but he also uses them with imagination.

Middle

The writer is addicted to tired old phrases and hackneyed expressions. If you left a blank in one of his sentences, almost anyone could guess what word he would use at that point. He does not stop to think how to say something; he just says it in the same way as everyone else. A writer may also get a middle rating on this quality if he overdoes his experiments with uncommon words; if he always uses a big word when a little word would serve his purpose better.

Low

The writer uses words so carelessly and inexactly that he gets far too many wrong. These are not intentional experiments with words in which failure may be forgiven; they represent groping for words and using them without regard to their fitness. A paper written in a childish vocabulary may also get a low rating on this quality, even if no word is clearly wrong.

4. FLAVOR:

High

The writing sounds like a person, not a committee. The

writer seems quite sincere and candid, and he writes about something he knows, often from personal experience. You could not mistake this writing for the writing of anyone else. Although the writer may assume different roles in different papers, he does not put on airs. He is brave enough to reveal himself just as he is.

Middle

The writer usually tries to appear better or wiser than he really is. He tends to write lofty sentiments and broad generalities. He does not put in the little homely details that show that he knows what he is talking about. His writing tries to sound impressive. Sometimes it is impersonal and correct but colorless, without personal feeling or imagination.

Low

The writer reveals himself well enough but without meaning to. His thoughts and feelings are those of an uneducated person who does not realize how bad they sound. His way of expressing himself differs from standard English, but it is not his personal style; it is the way uneducated people talk in his neighborhood. Sometimes the unconscious revelation is so touching that we are tempted to rate it high on flavor, but it deserves a high rating only if the effect is intended (55-7).

Under the general category of "Mechanics," Diederich's guidelines also describe usage, sentence structure, punctuation, capitals, abbreviations, numbers, spelling, handwriting and neatness. Since the focus of the present study is on comments made in relation to those qualities included within the category of "general merit," a complete description of "mechanics" is not given here.

APPENDIX D
SANDY'S DATA

APPENDIX D

VERBATIM RESPONSES TO PEER WRITING

SANDY [#1]
PAPER I

CODED RESPONSES:

	<u>Qualities of Writing</u>	
	<u>Levels of Change</u>	
	<u>Forms of Response</u>	
		[Response location] [Student no.]
I-t-p-	Very good intro.	[1/1] [5]
I-s-c-	At the end state what exactly did happen.	[1/1] [5]
I-t-p-	Good description. Can see the picture.	[1/3] [5]
I-w-p-	Good use of adj.	[3/1/4] [5]
I-t-p-	Good conclusion.	[3/3] [5]
I-w-p-	Very good use of descriptive words.	[1/1] [9]
O-t-c-	Confusing.	[3/1/3-5] [9]
I-t-p-	Good conclusion.	[4/1] [9]
I-t-q-	Good intro, but can you explain what Kelly's place is.	[1/1/4] [12]
O-s-c-	Little confusing [organization of incident].	[1/1/10-11] [12]
I-t-p-	Good use of adj. here [ref. to description of incident].	[3/2/5-7] [12]
I-s-p-	Good sensory descriptions.	[4/1] [12]
I-t-c-	Maybe explain your father's reaction.	[5/1] [12]
I-t-q-	What was the after effect.	[5/1/6] [12]
I-t-p-	Good conclusion (in the way) you look back on it now.	[5/2] [12]
I-t-p-	Good catchy intro sent.	[1/1] [2]

VERBATIM RESPONSES--Paper I, Page 2

SANDY [#1]
PAPER I

CODED RESPONSES:

Qualities of WritingLevels of ChangeForms of Response

[Response location] [Student no.]

- I-t-c- Maybe describe what you saw in the car. [2/3] [2]
- I-w-c- Could use sensory adj. here, noisy, loud. [2/4] [2]
- I-t-q- What was people's reaction in car and yours? [3/1]
[2]
- I-t-q- What did you think of Wash. M. did you like it?
[4/1] [2]
- W-w-p- Good description word. [4/1] [2]
- I-s-q- Why did he laugh. [5/1] [2]
- I-t-p- Good description of Wash. D.C. [5/1/7-10] [2]
- I-t-p- Good conclusion. [6/2] [2]

VERBATIM RESPONSES TO PEER WRITING

SANDY [#1]
PAPER II

CODED RESPONSES:

	<u>Qualities of Writing</u>	<u>Levels of Change</u>	<u>Forms of Response</u>	
				[Response location] [Student no.]
O-s-p-	Good transition.			[1/2/11] [10]
O-s-q-	Maybe start out again about the discussion as you did on your viewpoint side?			[1/3/1] [10]
I-t-p-	Good conclusion. Was weighted out equal on both viewpoints.			[2/2] [10]
I-t-p-	Good. Very clear.			[1/2] [5]
I-t-p-	Good narrative descriptions.			[2/1/14-19] [5]
O-s-p-	Good transition.			[3/2/7-8] [5]
I-t-p-	Very good conclusion.			[3/3] [5]
I-t-p-	Good informative intro!			[1/1] [4]
I-t-q-	How did you feel towards your mother?			[3/1/6] [4]
W-s-q-	Could you maybe reword this sentence?			[4/1/1-3] [4]
I-w-q-	What do you mean here?			[5/1/3] [4]
I-t-p-	Good viewpoint of mother.			[7/1] [4]
I-t-p-	Good intro! Good background info.			[2/1] [12]
O-s-p-	Good transition to 2nd pt. of view!			[4/1/1] [12]
I-t-p-	Good second pt. of view!			[5/1] [12]
W-w-c-	"both of you" (substituted for "you two")			5/3/3 [12]
I-t-q-	What do you think about now since the incident has occurred?			[6/2] [12]

VERBATIM RESPONSES TO PEER WRITINGSANDY [#1]
PAPER III

CODED RESPONSES:

	<u>Qualities of Writing</u>	
	<u>Levels of Change</u>	
	<u>Forms of Response</u>	
		[Response location] [Student no.]
I-t-p-	Great intro, grabs reader's attention!	[1/1] [3]
I-t-p-	Good background info.	[1/2] [3]
I-t-q-	Is this an important issue to you--long-lasting taste?	[1/2/4] [3]
I-s-p-	I like how you added this part in to related to thirst quench.	[2/4/2-3] [3]
W-w-q-	Do you want this word here?	[1/1/5] [5]
I-t-p-	Good intro, nice background info.	[1/1] [5]
I-t-p-	Good use of examples.	[3/1] [5]
W-w-q-	Does this sound repetitive?	[4/2/13-16] [5]
I-t-q-	Great background to your testing categories, are there any other tests being conducted? Information ones?	[1/1] [12]
W-s-c-	I just combined these sentences because they were very similar.	[3/1/9-10] [12]
W-w-c-	"the individual" (substituted for "each").	4/2/5 [12]
I-t-p-	Good use of quotes.	[5/1] [12]
I-t-q-	Which one tested the best?	[5/1] [12]
I-t-p-	Good conclusion. Good recommendations.	[7/1] [12]
W-p-q-	Could you maybe not state it like this?	[1/2/5] [7]
I-t-q-	Did you like Pert?	[3/4] [7]

VERBATIM RESPONSES TO PEER WRITING

SANDY [#1]
PAPER IV

CODED RESPONSES:

	<u>Qualities of Writing</u>		
	<u>Levels of Change</u>		
	<u>Forms of Response</u>		
		[Response location]	[Student no.]
O-t-q-	Should this be one paragraph?	[1/2-3]	[4]
I-s-p-	Very good!	[2/1/5-7]	[4]
I-t-q-	Could you explain this. More examples?	[3/1/2]	[4]
I-t-p-	Great conclusion.	[3/2]	[4]
I-t-p-	Very good!	[1/4/4-9]	[2]
I-s-p-	Good comparison.	[2/1/1]	[2]
O-t-q-	Do you think these could all be related?	[2/3-5]	[2]
O-t-p-	Good nice ending to story!	[3/4]	[2]
I-t-q-	Did she like the new/old rules?	[2/2]	[9]
I-t-p-	Good explanations.	[3/2]	[9]
I-t-p-	Good conclusion.	[3/3]	[9]

VERBATIM RESPONSES TO PEER WRITING

SANDY [#1]
PAPER V

CODED RESPONSES:

- Qualities of Writing
Levels of Change
Forms of Response
- [Response location] [Student no.]
- I-t-p- Good paper (her specific reasons for saying this (good comparisons, back-up info and points) occur in her Writer's Notes #36). [1/6] [2]
- I-t-p- Nice intro. [1/1] [7]
- I-t-q- Yes (agreeing with previous responder who asked author, Do you think you could give a reason in the intro what prompted this opinion?). [1/1] [7]
- I-t-p- Good example. [1/2] [7]
- I-t-q- Are you saying money should influence whether a person should stay alive or not?? [2/1] [7]
- I-t-q- What do you feel about it and what it means to you?? [2/2] [7]
- I-t-c- In intro, maybe state your opinion of it and what caused you to have this opinion. [1/1] [11]
- I-t-p- Good backup info, very informative. [1/2] [11]
- I-t-q- What do you think of all these? Maybe include your opinion in this paragraph. [1/4-5] [11]
- I-t-p- Good background info! [1/2] [13]
- I-t-p- Good backup reasons. [2/1] [13]
- I-s-q- Does this sound confusing to you? [2/2/5-6] [13]
- I-t-p- Good paper! Showed reason and explained why! [2/2/13] [13]
- I-t-p- Good intro! [1/1] [10]
- I-p-q- Could you explain this word(s) more. [1/3] [10]

REVISIONS BY RESPONDER

SANDY [#1]
PAPER I

CODED DESCRIPTIONS:

	<u>Qualities of Writing</u>	
	<u>Levels of Change</u>	
	<u>Revision Operations</u>	
	<u>Response Received or Not</u>	
		[Revision location]
W-p-s-rr-	Substituted more sophisticated wording.	[1/1/1]
I-s-a-n-	Added related information.	[1/1/3-5]
I-w-a-n-	Added a descriptive word.	[1/1/13]
O-s-r-rr-	Reordered a confusing sentence.	[1/1/14-15]
I-s-a-n-	Added information.	[1/2/3-4]
O-s-r-n-	Reordered sentences.	[1/2/6-7]
I-w-a-n-	Added a descriptive word.	[1/2/10]
I-p-a-n-	Added information.	[2/1/2]
O-s-r-n-	Reordered sentence for clarity.	[2/1/3-6]
I-p-d-n-	Deleted phrase.	[2/1/9]
O-s-r-rr-	Reordered sentence for clarity.	[2/1/17-18]
I-s-a-rr-	Added information.	[2/1/23-4]
W-w-a-rr-	Added refinements to description.	[3/1/5]
O-s-r-rr-	Reordered sentence for clarity.	[3/1/16-17]
O-p-r-n-	Reordered phrase for clarity.	[3/1/17]
I-s-a-rr-	Added explanatory information.	[3/1/19-23]
O-s-r-n-	Reordered sentence for clarity.	[4/1/5-6]

REVISIONS BY RESPONDER--Paper I, Page 2

SANDY [#1]
PAPER I

CODED DESCRIPTIONS:

	<u>Qualities of Writing</u>	
	<u>Levels of Change</u>	
	<u>Revision Operations</u>	
	<u>Response Received or Not</u>	
		[Revision location]
W-w-s-n-	Substituted more formal adjective.	[4/1/7]
O-p-r-n-	Reordered phrase for clarity.	[4/1/9]
W-w-s-n-	Substituted noun for pronoun.	[4/1/9]
W-p-s-rr-	Substituted similar phrase.	[4/1/11]
I-p-a-rr-	Added information to clarify.	[4/1/11]
W-p-s-rr-	Substituted alternate phrase.	[4/1/12]
W-p-s-n-	Substituted more descriptive phrase.	[4/1/16]
I-s-a-n-	Added a reflective comment.	[4/1/16-17]
W-w-d-n-	Deleted conjunction to break sentence into two.	[4/1/19]
I-s-s-rr-	Substituted a more thoughtful reflective comment after receiving a response that just asked for the info to be broken into two sentences.	[4/2/3-5]

REVISIONS BY RESPONDER

SANDY [#1]
PAPER II

CODED DESCRIPTIONS:

	<u>Qualities of Writing</u>	
	<u>Levels of Change</u>	
	<u>Revision Operations</u>	
	<u>Response Received or Not</u>	
		[Revision location]
W-p-d-rr-	Deleted a confusing phrase.	[1/1/2]
I-p-s-n-	Substituted similar phrase.	[1/2/3]
I-p-a-n-	Added descriptive phrase.	[1/2/7]
O-t-r-rr-	Reordered by combining two paragraphs.	[2/1/4]
I-w-a-n-	Added descriptive word.	[2/1/8]
W-w-s-n-	Substituted more effective adjective.	[2/2/13]
I-w-a-n-	Added descriptive word.	[2/2/14]
O-s-r-rr-	Reordered confusing sentence.	[2/2/16-18]
W-p-s-rr-	Substituted phrase to clarify.	[2/3/6]
I-t-a-n-	Added information.	[3/1/1-3]
I-s-a-n-	Added information.	[3/3/3-4]
I-s-d-n-	Deleted unnecessary sentence.	[3/3/7]
I-s-a-n-	Added information.	[4/1/2-4]

REVISIONS BY RESPONDERSANDY [#1]
PAPER III

CODED DESCRIPTIONS:

Qualities of WritingLevels of ChangeRevision OperationsResponse Received or Not

[Revision location]

W-w-s-n- Substituted noun for pronoun. [1/1/7]

I-s-d-n- Deleted sentence of information. [1/1/7]

W-p-s-rr- Substituted more specific phrase. [1/2/2]

I-s-a-rr- Added a quote about a third product. [1/3/6-7]

I-s-a-n- Added a quote about a third product. [2/3/9-10]

I-s-a-n- Added a quote about a third product. [3/1/2-3]

I-t-a-rr- Added information. [3/2/6-10]

I-p-a-n- Added descriptive phrase. [3/3/3]

W-w-s-n- Substituted a clarifying word. [4/3/4]

REVISIONS BY RESPONDER

SANDY [#1]
PAPER IV

CODED DESCRIPTIONS:

	<u>Qualities of Writing</u>	
	<u>Levels of Change</u>	
	<u>Revision Operations</u>	
	<u>Response Received or Not</u>	
		[Revision location]
W-w-a-rf-	Addition of a more precise adjective.	[1/1/1]
I-s-a-n-	Added a sentence of explanation.	[1/1/13-15]
O-s-s-n-	Substituted a more effective transition sentence.	[1/2/1-2]
F-p-d-rr-	Deleted an inappropriate phrase.	[1/2/8]
I-s-a-rr-	Added a reflective comment.	[1/2/10-11]
I-p-a-n-	Added an explanatory phrase.	[2/1/2-3]
I-s-a-n-	Added an explanatory sentence.	[2/1/3-4]
O-s-r-n-	Reordered sentence, making two to improve clarity.	[2/1/10-12]
O-s-s-n-	Substituted a sentence with intent to improve transition.	[2/2/1-2]
I-p-a-n-	Added a phrase.	[2/2/11]
O-s-a-n-	Added a transition sentence.	[2/3/1-4]
I-s-d-n-	Deleted an unrelated sentence.	[3/1/8]
O-s-a-n-	Added a transition sentence.	[3/1/8-10]
O-s-a-n-	Added a transition sentence.	[3/2/1-3]
O-s-r-n-	Reordered, separating a compound sentence, apparently for reasons of clarity.	[3/2/3-5]

REVISIONS BY RESPONDER--Paper IV, Page 2SANDY [#1]
PAPER IV

CODED DESCRIPTIONS:

	<u>Qualities of Writing</u>	
	<u>Levels of Change</u>	
	<u>Revision Operations</u>	
	<u>Response Received or Not</u>	
		[Revision location]
I-p-s-n-	Substituted a clearer phrasing.	[3/2/6]
W-w-s-n-	Substituted an alternate word.	[3/2/9]
I-s-a-n-	Added explanation.	[3/2/10-11]
O-p-a-n-	Added phrase to move story along.	[3/2/11-12]
I-s-a-n-	Added to description of incident.	[3/2/12-14]
I-t-a-n-	Added quote and further description.	[4/1/1-13]
O-s-r-n-	Reordered a fused sentence.	[4/2/6-7]
O-s-r-rr-	Reordered sentence.	[4/2/7-9]
I-p-a-n-	Added more info to description.	[4/2/9]
I-s-d-n-	Deleted weak concluding sentence.	[4/2/10]
I-t-a-n-	Added reflective commentary to conclusion.	[4/2/10-11 -- 5/1/1-6]

REVISIONS BY RESPONDER

SANDY [#1]
PAPER V

CODED DESCRIPTIONS:

	<u>Qualities of Writing</u>	
	<u>Levels of Change</u>	
	<u>Revision Operations</u>	
	<u>Response Received or Not</u>	
		[Revision location]
W-w-s-rr-	Substituted a more appropriate word.	[1/2/3]
I-p-d-rr-	Deleted a pointless phrase.	[1/3/4]
O-w-a-rr-	Added a clarifying transition word.	[2/2/6]
W-w-s-rr-	Substituted more appropriate words.	[2/3/1]
I-s-d-rr-	Deleted a sentence in which she repeated a point previously made.	[3/2/6]

APPENDIX E

BERT'S DATA

APPENDIX E

VERBATIM RESPONSES TO PEER WRITING

BERT [#7]
PAPER I

CODED RESPONSES:

	<u>Qualities of Writing</u>	
	<u>Levels of Change</u>	
	<u>Forms of Response</u>	
		[Response location] [Student no.]
O-s-c-	This sentence seems a little long (sentence order tended to disrupt sense for some readers).	[1/1/3-5] [4]
W-w-c-	Another word might be easier to understand.	[1/1/8] [4]
I-s-p-	Good description.	[2/1/6] [4]
O-s-c-	Maybe these sentences could be put together.	[3/1/3] [4]
I-s-q-	What ended up happening?	[3/1/8] [4]
W-w-c-	This might sound better a different way.	[1/2/5] [9]
I-t-p-	Very good description.	[3/1] [9]
O-s-c-	This sentence could be made 2.	[1/1/6-11] [12]
I-s-q-	Did anyone get in trouble?	[5/1/6] [12]
I-s-p-	Good (reference to description of action).	[2/4/1-2] [10]
O-s-c-	These last sentences seem choppy.	[3/2/5-6] [10]
I-s-p-	Good setting.	[3/1/1-3] [8]
O-s-c-	Yes, 2 sentences.	[3/2/9-15] [8]
I-t-p-	Very good intro.	1/1 [11]
I-s-q-	What exactly does that smell like?	[3/1/1] [11]
I-s-p-	Good setting.	[1/3/1] [5]

VERBATIM RESPONSES TO PEER WRITINGBERT [#7]
PAPER II

CODED RESPONSES:

Qualities of WritingLevels of ChangeForms of Response

[Response location] [Student no.]

I-s-q- Were you just talking or screaming? [1/2/1-3] [10]

I-t-p- Good (description of parents' views). [1/3/1-7]
[10]

O-s-q- Could this sentence be made 2? [1/1/12] [12]

I-s-p- Good description. [2/1/5-7] [1]

O-p-q- Could you make this clear. [3/1/11] [1]

W-w-c- Maybe used too often (word). [2/3/1] [11]

I-t-q- Could you add more on how your dad felt to = (equal)
it out? [3/1] [9]

VERBATIM RESPONSES TO PEER WRITINGBERT [#7]
PAPER III

CODED RESPONSES:

Qualities of WritingLevels of ChangeForms of Response

[Response location] [Student no.]

I-t-p- Very good intro. [1/1] [10]

I-t-q- What about the other 2 tests? [2/1/10] [12]

I-t-q- Could you write more about the price tests?
[7/1/11] [12]I-t-q- Could you mention who the other places are? [1/1/6]
[11]

I-t-q- What were the times? [1/3/3] [11]

O-t-p- Good organization of tests. [1/2] [5]

I-t-p- Good use of quotes throughout. [4/1/11] [5]

VERBATIM RESPONSES TO PEER WRITINGBERT [#7]
PAPER IV

CODED RESPONSES:

Qualities of WritingLevels of ChangeForms of Response

[Response location] [Student no.]

- I-s-q- Could you make this more clear? [2/3/8] [5]
- I-t-c- Yes (agreeing with a peer that intro needs
developing). [1/1] [9]
- I-t-p- Nice intro. [1/1] [3]
- I-t-q- Maybe a longer conclusion? [4/2/1-4] [3]
- I-s-p- Very good detail throughout. [4/2/4] [3]
- I-t-q- Yes (agreeing with peer question asking about the
methods used). [2/4] [4]
- I-s-c- Very (agreeing with peer regarding sentence
clarity). [2/5] [4]
- I-t-q- Good paper. Could you be a little more specific on
comparisons? [3/2/4] [4]
- I-t-q- Could you give more details on how the night ended?
[2/3/5] [11]

VERBATIM RESPONSES TO PEER WRITINGBERT [#7]
PAPER V

CODED RESPONSES:

Qualities of WritingLevels of ChangeForms of Response

[Response location] [Student no.]

O-s-q- Could you maybe reword this? [1/3/1-2] [10]

O-s-q- Could you maybe make this 2 sentences? [1/1/6-9]
[12]

I-s-q- Kind of confusing? [1/2/11-12] [12]

I-t-p- Nice conclusion. [1/5/1-8] [4]

REVISIONS BY RESPONDERBERT #7
PAPER I

CODED DESCRIPTIONS:

	<u>Qualities of Writing</u>	
	<u>Levels of Change</u>	
	<u>Revision Operations</u>	
	<u>Response Received or Not</u>	
		[Revision location]
I-t-a-rf-	Added more information.	[1/2/2-9]
W-w-s-n-	Substituted similar word.	[1/2/9]
W-p-d-n-	Deleted unnecessary phrase.	[1/2/10]
W-p-s-n-	Substituted more accurate words.	[1/3/1]
W-w-s-n-	Substituted more accurate word.	[1/3/4]
W-w-a-n-	Added descriptive word.	[2/1/1]
I-t-a-rr-	Added descriptive information.	[2/2/2-5]
W-w-s-rr-	Substituted more accurate words.	[2/4/5]
W-w-s-rr-	Substituted more accurate word.	[2/5/1]
W-w-s-rr-	Substituted more specific word.	[2/5/4]
W-w-s-n-	Substituted more specific word.	[2/5/4]
W-p-s-n-	Substituted more specific words.	[3/1/1]
W-p-s-rr-	Substituted more specific words.	[3/2/4]
W-w-d-rr-	Deleted unnecessary word.	[3/2/4]
W-w-s-n-	Substituted word.	[3/2/6]

REVISIONS BY RESPONDERBERT [#7]
PAPER II

CODED DESCRIPTIONS:

Qualities of Writing

Levels of Change

Revision Operations

Response Received or Not

[Revision location]

W-w-s-rr- Substituted stronger verb. [1/2/1]

W-w-s-n- Substituted alternative adverb. [1/2/2]

W-w-s-rr- Substituted stronger verb. [1/2/3]

I-p-a-rr- Added information. [1/2/4]

W-p-s-n- Substituted similar descriptive words. [1//2/6]

W-w-s-rr- Substituted more effective word. [1/3/5]

W-w-d-n- Deleted unnecessary verb. [1/3/5]

W-p-s-n- Substituted a more effective descriptive phrase.
[2/1/1]

W-w-s-n- Substituted a more effective descriptive word.
[2/1/2]

W-w-s-n- Substituted one adjective for another. [2/1/3]

W-w-s-n- Substituted a noun. [2/2/4]

W-s-r-rr- Reordered the sentence. [2/3/1]

W-p-s-n- Substituted verb phrase for single verb. [2/3/9]

W-p-s-n- Substituted more effective verb phrase. [2/4/2-3]

W-w-d-n- Deleted unnecessary word. [2/4/4]

REVISIONS BY RESPONDER

BERT [#7]
PAPER III

CODED DESCRIPTIONS:

Qualities of Writing

Levels of Change

Revision Operations

Response Received or Not

[Revision location]

W-p-s-rr- Substituted a similar phrase. [1/2/6]

I-s-a-n- Added a quote. [2/2/5-6]

I-t-a-n- Added two sentence explanation. [2/3/2-4]

I-s-a-n- Added sentence of opinion. [3/1/3-5]

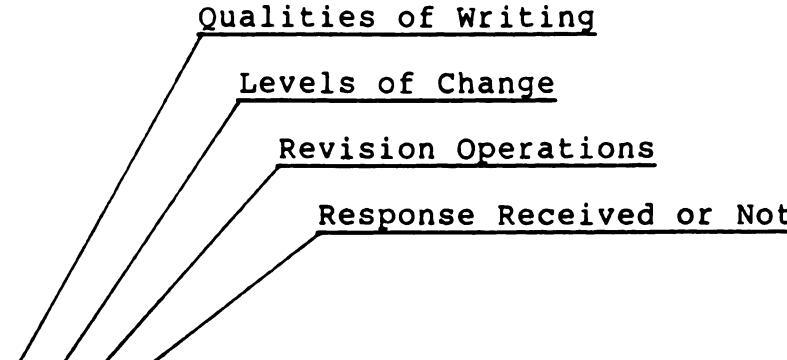
I-p-a-n- Added a phrase of info. [3/2/5-6]

O-s-r-rr- Reordered sentence for clarity. [3/2/6-7]

I-t-a-rr- Added two sentences of observation. [4/2/6-8]

REVISIONS BY RESPONDERBERT [#7]
PAPER IV

CODED DESCRIPTIONS:



Qualities of Writing

Levels of Change

Revision Operations

Response Received or Not

[Revision location]

I-p-a-rr- Added explanatory phrase. [1/2/2]

O-t-a-n- Added comparison info to reorganize structure of paper. [1/3]

W-p-s-rr- Substituted descriptive phrase. [2/1/2]

W-p-s-n- Substituted descriptive phrase. [2/1/2]

O-t-a-n- Added comparison info. [2/1/3-6]

O-t-a-n- Added comparison info. [2/3]

W-w-d-rr- Deleted word. [2/4/4]

O-t-a-n- Added comparison info. [3/2]

W-w-d-rr- Deleted unnecessary word. [3/3/2]

O-t-a-n- Added comparison info. [3/4]

O-s-a-rr- Added a transition sentence. [4/1]

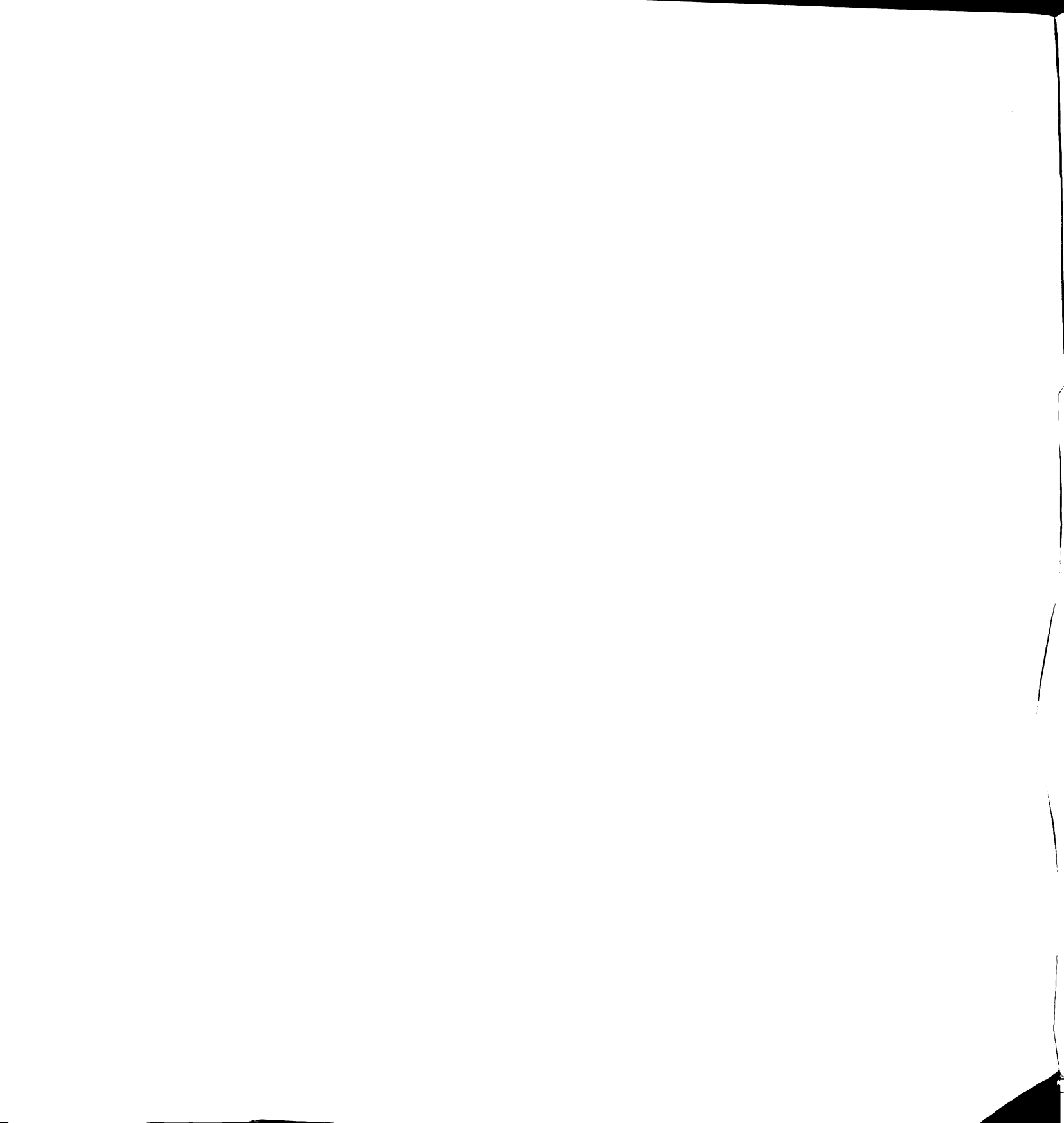
O-t-a-n- Added comparison info. [4/2]

O-t-a-n- Added comparison info. [4/4]

I-t-d-rr- Deleted weak paragraph. [5/2/1-2]

O-t-a-n- Added comparison info. [5/2/6-11]

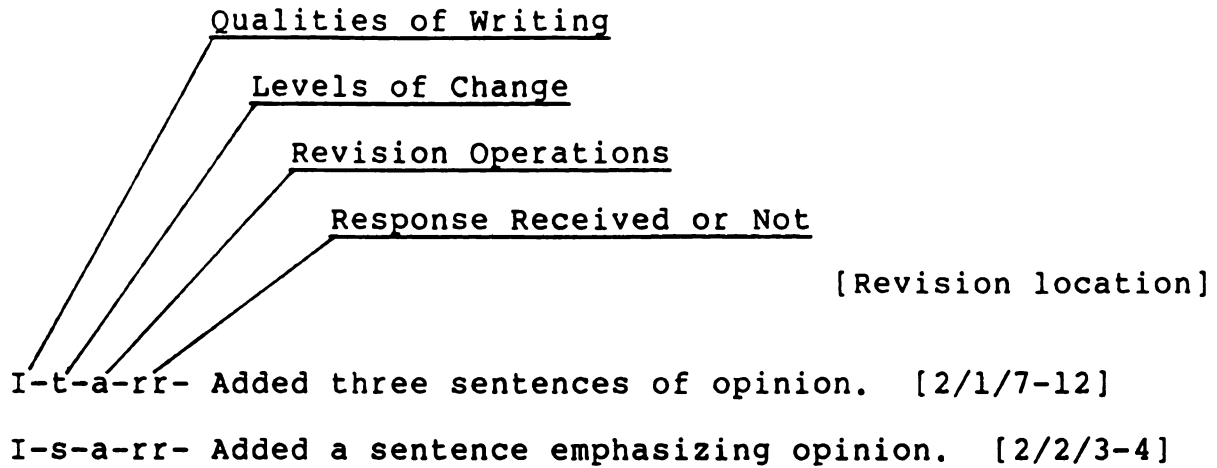
I-t-a-rr- Added reflective comments. [5/3/3-6]



REVISIONS BY RESPONDER

BERT [#7]
PAPER V

CODED DESCRIPTIONS:



APPENDIX F
MICKEY'S DATA

APPENDIX F

VERBATIM RESPONSES TO PEER WRITING

MICKEY [#10]
PAPER I

CODED RESPONSES:

	<u>Qualities of Writing</u>	
	<u>Levels of Change</u>	
	<u>Forms of Response</u>	
		[Response location] [Student no.]
I-t-p-	Very nice opening paragraph.	[1/1/1-6] [5]
I-t-p-	Very nice, I can <u>see</u> what happened.	[1/3/5-9] [5]
W-w-c-	Maybe a different word could be used, it repeats in the next paragraph.	[2/1/4] [5]
W-p-c-	These two words are a little confusing. Maybe you could combine them ("less smart").	[1/1/12] [8]
O-s-c-	Maybe use two sentences [organization of incidents was confusing].	[1/1/15] [8]
W-w-q-	This is a repeated word and may cause some confusion, maybe you could use 'the'?	[2/1/4] [8]
I-s-p-	Very nice visual image.	[2/1/10] [8]
O-s-q-	Could you put this sentence into two sentences?	[3/1/9-15] [8]
I-s-p-	Very nice visual image.	[5/1/7-9] [8]
I-s-p-	Great description.	[1/1/3-5] [3]
I-t-p-	I like this, it keeps me in suspense.	[2/1/3-7] [3]
I-t-q-	Maybe explain how long the ride was. What was Wade feeling?	[2/3/3-4] [3]
I-t-q-	A little confusing. Maybe explain how you felt. Were you angry, scared?	[2/4/4-6] [3]
I-t-p-	Very nice description.	[3/3/4-9] [3]
I-t-p-	Very suspenseful story.	[4/2] [3]

VERBATIM RESPONSES--Paper I, Page 2

MICKEY [#10]
PAPER I

CODED RESPONSES:

Qualities of WritingLevels of ChangeForms of Response

[Response location] [Student no.]

- I-t-c- Maybe describe the game. [1/1/6] [7]
- I-s-p- Great description. [1/3/2-3] [7]
- I-t-p- Great description. [2/2/3-6] [7]
- I-t-q- Did the game stop? How did the fans react? [2/2/9]
[7]
- W-p-p- Good choice of words. [4/2/9-10] [7]
- O-s-c- A little confusing. Maybe use two sentences.
[1/1/14-17] [1]
- I-t-q- Did you want her to jump? [4/1/13-15] [1]
- I-t-p- Good description. [5/1/7-12] [1]
- O-s-q- This sentence is a little confusing to me. Could
you reword it? 6/1/7-9 [1]
- I-t-p- Good! [Reference to a description] [7/1/3-6] [1]
- I-t-p- Good that you stated what you learned. [9/1/2-4] [1]

VERBATIM RESPONSES TO PEER WRITING

MICKEY [#10]
PAPER II

CODED RESPONSES:

	<u>Qualities of Writing</u>	
	<u>Levels of Change</u>	
	<u>Forms of Response</u>	
		[Response location] [Student no.]
I-s-p-	Nice background info.	[1/1/4-6] [5]
I-t-p-	Good way to show how you felt.	[3/2/4-6] [5]
I-s-p-	Good way to bring it to today.	[4/3/6-7] [5]
F-s-p-	Good. [Appears to be a response to the "voice" or the "flavor" that the writer used in a personal comment.]	[2/4/12-13] [8]
I-t-q-	Would you have handled this differently if it happened today?	[4/1] [8]
I-s-p-	Good background info.	[1/2/1-6] [1]
I-t-p-	Good 'other' viewpoint.	[4/1] [1]
I-t-c-	Maybe add her reactions.	[1/2/5] [3]
O-s-q-	Could you add a transition to make it easier to see one side from the other?	[2/2/1] [3]
I-t-p-	I agree. Good point!	[2/2/8-9] [3]
W-s-q-	Could you maybe use a different sentence to grab the attention of the reader more?	[Response to introduction. [1/1] [11]
I-s-p-	Nice way to move into other's view point.	[4/1/1] [11]
I-t-p-	Good conclusion.	[6/1] [11]
I-t-p-	Good background info.	[1/1] [2]

VERBATIM RESPONSES--Paper II, Page 2

MICKEY [#10]
PAPER II

CODED RESPONSES:

Qualities of WritingLevels of ChangeForms of Response

[Response location] [Student no.]

I-t-c- Maybe add a little more description to the other's
viewpoint. [2/2] [2]

I-t-p- Nice intro. [1/1] [4]

I-t-p- Good conclusion. [7/2] [4]

VERBATIM RESPONSES TO PEER WRITING

MICKEY [#10]
PAPER III

CODED RESPONSES:

	<u>Qualities of Writing</u>	<u>Levels of Change</u>	<u>Forms of Response</u>	[Response location]	[Student no.]
O-t-p-	Good intro.			[1/1]	[5]
I-t-p-	I like the beginning of each paragraph.			[1/3]	[5]
I-t-p-	Good use of comments.			[3/2]	[5]
I-t-p-	Very good use of quotes.			[4/2]	[5]
I-t-p-	Nice conclusion.			[5/1]	[5]
I-s-p-	I like this last sentence!			[It clarified the purpose of the paper.] [1/1/17]	[1]
I-s-p-	Good explanation of test.			[1/1/4-6]	[1]
I-s-q-	Could you add a comment about Hires so the reader will know how Hires tested?			[3/1/3]	[1]
I-t-p-	I like the way you describe the importance of each test.			[5/1]	[1]
I-t-q-	Could you add more information about the ingredients? I think it would be interesting.			[5/2]	[1]
I-t-p-	Very good info.			[1/1]	[3]
O-s-p-	Good transition!			[1/3/3]	[3]
I-t-p-	I like the explanation of each test!			[2/2]	[3]
I-s-q-	Could you add another sentence here to say that Moon Mist is the soda to buy?			[3/2]	[3]
I-s-p-	Nice idea!			[2/2/5-8]	[2]

VERBATIM RESPONSES--Paper III, Page 2

MICKEY [#10]
PAPER III

CODED RESPONSES:

Qualities of WritingLevels of ChangeForms of Response

[Response location] [Student no.]

- I-t-q- Could you include personal comments in quotes?
[4/1] [2]
- F-t-p- Nice job! [Refers to the voice/flavor of the
author's commentary.] [5/1/3-4] [2]
- I-t-p- Nice background information. 1/1 [7]
- F-s-p- I like this statement! [1/4/3-4] [7]
- I-t-q- Maybe add more comments for the other brands? [3/1]
[7]
- I-t-q- Good background info. Could you include which
brands you used? [1/1] [12]
- I-t-p- Good description of the tests. [4/2] [12]
- I-t-p- Good use of quotes. [5/1] [12]

VERBATIM RESPONSES TO PEER WRITING:

MICKEY [#10]
PAPER IV

CODED RESPONSES:

Qualities of WritingLevels of ChangeForms of Response

[Response location] [Student no.]

- O-w-q- This may be a bit confusing, could you use only 1 of them and then a different word/phrase? [1/3/5] [7]
- O-s-q- Could you add a transition here to connect the two sentences? [2/4/3] [7]
- I-t-q- Could you tie this in with another paragraph? [Paragraph was short on development.] [3/3] [7]
- I-t-c- Maybe you could add why schools are/are not different today. [3/5] [7]
- I-s-p- Good detail. [1/2] [3]
- O-s-p- Good transition! [3/1] [3]
- O-s-p- I like the way this statement brings it back to the old. [Transitional wording that maintains the informational flow.] [3/4/1] [3]
- W-p-q- Could you maybe use different words, these can seem confusing. [3/4/7] [3]
- O-t-c- Maybe combine these paragraphs. [1/1-2] [4]
- W-p-p- Good! [Response to the writer's wording.] [2/2/5] [4]
- I-t-q- Could you maybe add examples? It would be interesting. [3/1/3] [4]
- F-t-p- Great job! [Response to a moving description.] [1/4-5] [2]
- O-t-q- Could you combine these into 1 para.? [2/3-4] [2]

VERBATIM RESPONSES--Paper IV, Page 2MICKEY [#10]
PAPER IV

CODED RESPONSES:

Qualities of Writing
 Levels of Change
 Forms of Response
 [Response location] [Student no.]

I-t-q- Could you add more details to your generation's
 event? [3/2] [2]

O-t-q- Maybe this could be another para.? [2/1/11] [12]

VERBATIM RESPONSES TO PEER WRITING

MICKEY [#10]
PAPER V

CODED RESPONSES:

	<u>Qualities of Writing</u>		
	<u>Levels of Change</u>		
	<u>Forms of Response</u>		
		[Response location]	[Student no.]
O-s-p-	Nice transition!	[1/2/1]	[4]
I-p-q-	Could you insert where [the place] you are talking about to insure the reader doesn't get confused?	[1/2/3]	[4]
O-t-q-	Could these paragraphs be combined because the ideas seem to fit together?	[1/3-4]	[4]
I-t-c-	Maybe you could add something in your intro to state that you think the animals are in danger.	[1/1]	[9]
W-w-c-	You may not need this word.	[1/1/7]	[12]
I-s-q-	Could you reword for better understanding?	[1/2/12-13]	[12]
I-t-p-	Good use of fact support.	[2/1]	[12]
I-t-p-	Nice use of factual support!	[1/4]	[2]
I-t-p-	Great intro!	[1/1]	[7]
I-t-p-	Nice personal example!	[1/2/8-12]	[7]
O-s-p-	Good transition!	[1/3/1]	[7]

REVISIONS BY RESPONDER

MICKEY [#10]
PAPER I

CODED DESCRIPTIONS:

	<u>Qualities of Writing</u>	
	<u>Levels of Change</u>	
	<u>Revision Operations</u>	
	<u>Response Received or Not</u>	
		[Revision location]
W-w-s-rf-	Substituted past tense verb.	[2/2/1]
W-w-s-rr-	Substituted words to clarify description.	[2/2/1]
W-w-s-n-	Substituted words of description.	[2/2/3]
I-s-a-n-	Added a sentence describing how the crowd felt.	[2/2/6]
W-w-s-rr-	Substituted words to improve description.	[2/3/6]
W-s-r-n-	Reordered sentence.	[2/3/9]
I-t-a-n-	Added one and a half sentences of information.	[3/2/2-3]
W-p-s-rr-	Substituted two words to clarify description.	[3/2/6]
O-t-r-rr	Reordered by combining related sentences.	[3/2/7]
W-w-s-n-	Substituted similar word.	[3/3/4]
I-w-a-n-	Added two words of information to clarify.	[3/3/6]

REVISIONS BY RESPONDER

MICKEY [#10]
PAPER II

CODED DESCRIPTIONS:

	<u>Qualities of Writing</u>	
	<u>Levels of Change</u>	
	<u>Revision Operations</u>	
	<u>Response Received or Not</u>	
		[Revision Location]
W-p-d-rr-	Deleted a redundant phrase.	1/1/3
I-t-a-rr-	Added two and a half sentences of information.	[1/2/2-5]
I-t-a-n-	Added four sentences of information.	[2/1/5-10]
I-s-a-n-	Added a reflective sentence to conclusion.	[2/2/9-11]

REVISIONS BY RESPONDER

MICKEY [#10]
PAPER III

CODED DESCRIPTIONS:

	<u>Qualities of Writing</u>	
	<u>Levels of Change</u>	
	<u>Revision Operations</u>	
	<u>Response Received or Not</u>	
		[Revision location]
I-w-a-r-r-	Added several words of information.	[1/1/5-6]
W-w-d-n-	Deleted redundant word.	[1/1/11]
O-s-r-r-r	Reordered sentence to clarify presentation of information.	[1/3/1]
O-s-r-n	Reordered sentence to clarify presentation of information.	[1/4/1-2]
O-s-r-n-	Reordered sentence to clarify presentation of information.	[2/1/1]
W-w-s-r-r	Substituted two words to eliminate redundancy.	[2/2/2]
O-w-d-n-	Deleted confusing word.	[2/2/6]
O-s-r-n-	Reordered sentence to improve presentation of information.	[2/2/8-9]
O-s-r-n-	Reordered sentence to improve presentation of information.	[2/4/1]
O-s-r-n-	Reordered sentence to improve presentation of information.	[3/3/1]
O-p-s-n-	Substituted clarifying words.	[4/3/3-4]
W-w-s-n-	Substituted a more accurate word.	[5/1/3]

REVISIONS BY RESPONDER

MICKEY [#10]
PAPER IV

CODED DESCRIPTIONS:

	<u>Qualities of Writing</u>	
	<u>Levels of Change</u>	
	<u>Revision Operations</u>	
	<u>Response Received or Not</u>	
		[Revision location]
O-p-s-n-	Substituted phrase improved logic.	[1/1/6-7]
O-s-r-rr-	Reordered sentence improved clarity.	[1/1/7-8]
I-p-d-n-	Deleted unnecessary phrase.	[1/1/9]
I-p-a-n-	Added information.	[1/1/9-10]
O-s-d-n-	Deleted unnecessary transition.	[1/1/10]
W-t-s-n-	Substituted third person narration for the first person she had used for dad's point of view.	[1-3]
O-t-r-n-	Reordered arrangement of viewpoints by presenting them side by side chronologically.	[1-4]
O-s-a-n-	Added comparison information.	[1/3/4-6]
O-s-r-n-	Reordered two sentences into one clearer sentence.	[2/1/13-16]
O-s-a-n-	Added comparative information.	[2/2/4-5]
I-s-d-n-	Deleted a transition no longer needed.	[2/3/1]
O-s-a-n-	Added comparative information.	[2/3/2-3]
O-t-r-n-	Reordered information.	[2/3/3-4]
I-s-d-rr-	Deleted a sentence of information.	[3/1/7]
O-s-a-n-	Added comparative information.	[3/2/1-2]

REVISIONS BY RESPONDER--Paper IV, Page 2

MICKEY [#10]
PAPER IV

CODED DESCRIPTIONS:

	<u>Qualities of Writing</u>	
	<u>Levels of Change</u>	
	<u>Revision Operations</u>	
	<u>Response Received or Not</u>	
		[Revision location]
I-t-a-n-	Added new information.	[3/2/2-5]
O-s-a-n-	Added comparison information.	[3/2/6-8]
I-p-s-n-	Substituted phrase for sentence that originally began paragraph.	[3/3/1]
I-s-d-n-	Deleted a sentence of information.	[3/3/7]
O-s-r-n-	Reordered sentence.	[3/4/1]
O-s-a-n-	Added comparative information.	[3/4/1-2]
O-t-r-n-	Reordered information.	[3/4/2-4]
I-w-a-n-	Added a descriptive word.	[3/4/2]
O-s-s-n-	Substituted a comparative statement.	[3/4/4-5]
O-t-s-n-	Substituted a more focused comparative conclusion.	[3/5/1]

REVISIONS BY RESPONDER

MICKEY [#10]
PAPER V

CODED DESCRIPTIONS:

	<u>Qualities of Writing</u>	<u>Levels of Change</u>	<u>Revision Operation</u>	<u>Response Received or Not</u>	[Revision location]
O-t-r-rr-					Reordered first graph to clarify intent. [1/1]
W-w-a-rr-					Added a word to emphasize a point. [1/2/3]
W-w-a-n-					Added a word of emphasis. [1/2/8]
O-s-a-rr-					Added sentence of transition. [1/3/1-2]
I-t-a-rr-					Added four sentences of examples. [1/3/3-7]
I-s-a-n-					Added sentence of explanation. [1/3/9]
O-t-r-rr-					Reordered paragraphs. [2/2-3]
I-s-d-rr-					Deleted redundant sentence. [2/2/1]
I-s-d-rr-					Deleted redundant sentence. [2/2/7]
I-s-d-rr-					Deleted redundant sentence. [2/2/12]
I-t-a-rr-					Added two sentences of information. [2/3]

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