WorkNets Round Robin Review

# Preparation for Discussion:

* Make a document with the below questions.
* Provide students the document with questions for discussion.
* Create a discussion board on Canvas.
* Title the discussion board appropriately (via date, activity title, etc.)
* Direct students submit their WorkNet drafts to the discussion board.
* Divide students into groups of 3 or more.
* Ask students to download a copy of the document with questions for each peer in their group.
* Explain that students will read their peers’ projects and fill out the document.
* Demonstrate how students should submit completed documents on the discussion board.
	+ This can be done as a reply to the peer author that they reviewed.

# Questions for Student Review:

* What source did they select for their worknets?
* How do they describe their source? (what does it say, what does it do, when it was published?)
* What key words or phrases do they identify for Phase 1?
* Which of these questions do they answer for Phase 1 in their writing? (should answer at least 2)
	+ What do the terms mean, both in general and in the context of the article?
	+ Why are these terms important? How do they advance the rhetorical goals (including purpose) of the piece?
	+ How do the keywords favor a particular audience, showing that audience regard for forms of knowledge that are important to them?
* What sources do they identify for Phase 2?
* Which of these questions do they answer for Phase 2 in their writing? (should answer at least 2)
	+ What are the dates of publication? Is this important for the meaning of the piece?
	+ How do the sources appear in the article? That is, how are they being used? Are they being critiqued or praised? Are they providing background information? etc.
	+ How might tracking down any one source expand your knowledge about the article and its rhetorical context?
	+ In what ways do specific sources advance the rhetorical goals of the piece?
* Feedback Section: List 3 substantive comments for revision (should not address grammar, punctuation, spelling, or other minor level concerns)