**Response Plan**

**Assignment:**

When I hand out the assignment, we read through it together as a class. We discuss potential AP style issues and grammar pitfalls in the assignment. As this is students’ first foray into inverted pyramid writing, we discuss the ordering of the information, from most important to least important, to get them thinking about the composition of the article.

**Peer Editing/Professor Review:**

Students are required to bring a rough draft of the assignment to the class before the final assignment is due. (Students who do not bring a draft or are absent from the editing workshop receive a 10-point deduction on the final paper.) Once again, we discuss some of the potential errors. Students are given advice on what kinds of issues to look for in their partners’ papers: incorrect ordering of information, AP style and grammar errors, etc. Students then get into pairs to review each other’s work, first reading silently and then discussing potential problems. Students are required to have at least two peers read their work and sign the paper (which they then turn in with their final draft).

While students are editing, I go around the room spot-checking students’ work. I read each student’s lede and offer suggestions for improvements. I also point out any glaring errors that may jump out. I never give students the answers directly; I merely point out issues in the paper for them to review on their own or with their partners.

**Evaluation:**

When grading each paper, I am thorough with my comments and markings. I explain problems throughout the paper, and then I write a short paragraph containing my overall impressions about the article. I offer suggestions for improvement, and I try to highlight aspects of the article that were positive.