Abstract

This qualitative teacher action research study investigated the experiences of incorporating peer revision and writing workshops into a 9th grade academic level classroom. Twenty-four 9th grade students participated in a study conducted in a suburban high school consisting of approximately 2,800 students in eastern Pennsylvania. Methods of collecting data included participant and nonparticipant observations, student surveys, student interviews, and student work. The students were presented with various mini lessons for guiding the practice of writing descriptively, clearly and with an organized structure. They were also guided through the steps of peer revising and critiquing expository pieces through modeling and practice. Findings suggest that students were able to write clearer and more organized expository pieces after they were guided through very specific methods of peer revising. However, if given freedom or more abstract concepts to conduct the peer review, students were hesitant in providing guidance and feedback to their peers.