

## Step 3: Response Reflections

### For Teachers:

Response Reflections are less formal in nature than formal literature reviews; instead, these reflections provide a space for students to understand, analyze, interact, and synthesize the work of their peers with their individual research. Students will trade papers with another member of their collaborative group and read through their literature review outline. Students will first give feedback for peer reviewing, paying attention to the assignment rubric, and providing tips for organization, language clarity, source integration, etc. Then, students will complete their response reflections. Responses should follow the format outlined below, using appropriate academic language and structure:

### Paragraph 1: Analysis

The goal of this paragraph is to demonstrate a basic understanding of the content of the group member's literature review outline. This response can follow a similar structure to argument analysis assignments, identifying the central theme or topic and how the outline explores that topic. Keep in mind that these outlines should be primarily reviews and not arguments, so a shift here is necessary, given the purpose. This paragraph should highlight the critical evidence given and areas of perspectival agreement or disagreement.

### Paragraph 2: Synthesis

This paragraph should seek to address some of the following questions:

1. In what ways does this paper connect to your personal work? In other words, how does this challenge or compare/contrast your personal work?
2. What questions does this paper raise that your work could address?
3. What changes or revisions to your work may need to be made after reading this paper?

### Paragraph 3: Expansion

This paragraph should seek to address some of the following questions:

1. In what way does this group member's work relate to and enhance the overall group inquiry?
2. What questions are raised by their paper that may require a bit more research for your group?
3. What additional questions, topics, perspectives, etc., need to be made in this paper for it to be a strong representation of the group inquiry?
4. What potential answer can you see forming in relation to your group inquiry question due to both of your research efforts so far? (Make a little bit of a projection toward a potential argument).