

## Step 3: Response Reflections

Response Reflections are less formal in nature than formal literature reviews; rather, these reflections provide a space for students to understand, analyze, interact, and synthesize the work of their peers with their own individual research. Students will trade papers with another member of their collaborative group and read through their literature review. Students should first provide feedback for peer reviewing, paying attention to the assignment rubric, and provide tips for organization, language clarity, source integration, etc. Then, students will complete their response reflections. Responses should follow the format outlined below, using proper 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. Students should follow a similar structure to argument analysis assignments, identifying the main theme or topic and how the paper explores that topic. Keep in mind that these papers should be largely reviews and not arguments, so a shift here is necessary given the paper's purpose. This paragraph should highlight the important 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 maybe address?
3. What changes or revisions to your own work may need to be made as a result of 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 as a result of *both* of your research efforts so far? (Make a little bit of projection toward a potential argument).