12.3.2 | Lesson 10

Introduction

In this lesson, students participate in a peer review activity in which they offer constructive feedback to their classmates about the entire research-based argument paper. Students review their peers' papers for elements of the W.11-12.1 standard and supporting standards (W.11-12.1.a-e) that have been introduced in 12.3.2. Additionally, students peer review for English grammar, usage, and writing conventions. Student learning is assessed via the completion of the Peer Review Accountability Tool and the quality of their revisions.

For homework, students continue to implement revisions based on peer feedback. Additionally, students read their drafts aloud (to themselves or someone else) to identify errors in syntax, grammar, or logic in order to prepare for the following lesson's End-of-Unit Assessment.

Standards

Assessed Standard(s)	
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
Addressed Standard(s)	
W.11-12.1.a-e	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L. 11-12.2.a,b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.
L. 11-12.3.a	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Assessment

Assessment(s)
Student learning at the end of the lesson is assessed via: • Implementation of peer review edits (from the Peer Review Accountability Tool) to the research-based argument paper • Individual student responses to the peer editing on the Peer Review Accountability Tool ("Final Decision and Explanation" column only) • Student implementation of peer review edits will be assessed using the relevant portions of the 12.3.2 Rubric.
High Performance Response(s)
A High Performance Response should: • Include thoughtful responses on the Peer Review Accountability Tool (Final Decision and Explanation Column) that describe how the student chose to address their peers' concerns and suggestions (e.g., It is not clear to me what sorts of technology you are talking about here. Provide more detail so your audience can have a better understanding of what is meant by "laborsaving technology."). • Effectively integrate at least one suggestion and/or revision, as appropriate, into the draft of the research-based argument paper (e.g., I revised this section to include a more in-depth discussion of technology to show that reductions in the amount of manual labor in developing countries can improve economic prosperity.). • See the Model Peer Review Accountability Tool at the end of this lesson. .

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
• None.*
Vocabulary to teach (may include direct word work and/or questions)
• None.*
Additional vocabulary to support English Language Learners (to provide directly)
• None.*

*Students should incorporate relevant academic and/or domain-specific vocabulary from 12.3.1 into their research-based argument papers.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards: • Standards: W.11-12.5, W.11-12.1.a-e, W.11-12.8, SL.11-12.1, SL. 11-12.4, L.11-12.1, L.11-12.2.a,b, L.11-12.3.a **Learning Sequence:** 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Peer Review Round Robin 4. Lesson Assessment 5. Closing	 1. 5% 2. 10% 3. 60% 4. 20% 5. 5%

Materials

- Sticky notes, colored pens or pencils, or computer-based peer review software (such as Track Changes in Microsoft Word or Google Docs editing tools)
- Copies of the Peer Review Accountability Tool for each student
- Student copies of the 12.3.2 Rubric and Checklist (refer to 12.3.2 Lesson 1)

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	Italicized text indicates a vocabulary word.
▸	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda   5%

Begin by reviewing the agenda and the assessed standard for this lesson: W.11-12.5. In this lesson, students participate in a peer review of the entire research-based argument paper. Students read drafts of three of their classmates' papers addressing specific elements of W.11-12.1.a-e and several language standards, and respond to their classmates using constructive criticism. Students use their classmates' constructive criticism to revise and improve their drafts.

- Students look at the agenda.

Activity 2: Homework Accountability   10%

Instruct students to take out their responses to the previous lesson's homework assignment. (Continue to edit your research papers using L.11-12.2 on the 12.3.2 Rubric and Checklist, and be prepared to discuss one or two edits in the following lesson.) Instruct student pairs to share briefly one or two grammatical edits they made for homework and to explain their decisions, referencing L.11-12.2 on the 12.3.2 Rubric and Checklist.

- Student responses vary according to the individual research-based argument paper.

Activity 3: Peer Review Round Robin   60%

Instruct students to get into their pre-established research teams. Students remain in these teams throughout the peer review process. Instruct students to take out their research-based argument paper drafts.

- Consider placing students into new groups instead of their pre-established research teams to provide a broader range of peer review for the students.

  - Students listen.

- Encourage students to keep in mind the Module Performance Assessment as they practice the skills inherent in standard SL.11-12.4: presenting information, findings, and supporting evidence clearly and following a line of reasoning; addressing alternate or opposing perspectives; and ensuring the development, substance, and style of their presentations are appropriate to the purpose, audience, and task. Remind students that they will present and discuss their multimedia journals at the end of Module 12.3 and that this activity provides an opportunity to continue preparing for the Module Performance Assessment.

Instruct students to number the paragraphs in the left margin of their papers so that peer reviewers can easily reference the paragraphs.

- Students number the paragraphs.

Explain that students should provide constructive criticism to their peers during this peer review process. Remind students that they have been progressing toward this more formal peer review by participating in mini-peer reviews in previous lessons.

Differentiation Consideration: Provide students with the following definition: *constructive criticism* means "criticism or advice that is useful and intended to help or improve something, often with an offer of possible solutions." Explain to student that *constructive criticism* helps them share advice with their peers in a positive and academic manner. Additionally, students should add suggestions or comments that give the writer some way to fix the problem, instead of just identifying the problem. Consider providing examples of non-*constructive criticism* and showing how they can be made constructive (e.g., "This doesn't make sense" vs. "This might make more sense if you explain...").

Inform students that this activity involves reading three papers in three rounds of peer review. For each round of feedback, students focus on different standards that appear in the 12.3.2 Rubric and Checklist.

Display and explain the peer review process to students:

- During the first review, students read for the central claim, supporting claims, and counterclaims while also evaluating reasoning and evidence (W.11-12.1.a, W.11-12.1.b, and W.11-12.1.e).

- During the second review, students focus on transitions between sentences, paragraphs, and larger ideas and the paper's overall cohesiveness. Additionally, students focus on including formal style, objective tone, and argument norms and conventions (W.11-12.1.c, W.11-12.1.d).

- During the third review, students focus on formatting and conventions, including MLA format, and mechanical and grammatical conventions (L.11-12.1, L.11-12.2.a,b, and W. 11-12.8).

- After the third and final review, writers revise their papers based on the peer feedback provided.

  - Students examine the peer review process.

Distribute one Peer Review Accountability Tool to each student. Display the Model Peer Review Accountability Tool for all students to see. Model where Reviewers 1, 2, and 3 enter their most significant revision for the writer.

- Students listen, following along with the modeling.

Point to the first column, labeled "Original." Explain that in this section, students write the paragraph number and a few words from the sentence to indicate where in the paper the revision needs to be made.

Point to the second column, labeled "Peer Suggestion." Explain that students make a suggestion for how to revise the paper in this section. Student reviewers should think about how they would revise the paper as if it were their own, and provide constructive criticism accordingly. For example, if the writer did not include a counterclaim, it is not enough to just write, "Add a counterclaim." Instead, students should provide some suggestions of possible counterclaims.

Once the student reviewer completes a review, the reviewer should record the most significant revision to their peer's paper on the Peer Review Accountability Tool. Each reviewer uses one row of the tool per review.

- Students examine the Peer Review Accountability Tool.

- If students write directly on the papers, they may want to use different colored pens or pencils to distinguish different reviewers' feedback. Students can also use color-coded sticky notes.

- Students can also peer review by tracking their changes in a word-processing program. Google Docs and other document-sharing programs have their own protocols for tracking changes. Ensure students know how to use these tools before they begin modifying their peers' drafts. Remind students to save their original documents with a different file name to safeguard against accidental deletions or corruption.

- If handwriting is a barrier to the peer editing process, allow students to read aloud their drafts to one another to provide clarity.

Explain that during the first round of revision, peer reviewers focus on the strength of substandards W.11-12.1.a, W.11-12.1.b, and W.11-12.1.e. Instruct students to take out their copies of the 12.3.2 Rubric and Checklist and look at these substandards.

Instruct students to focus on these skills for their constructive criticism in this first round of review.

- W.11-12.1.a was taught in 12.3.2 Lessons 1 and 4; W.11-12.1.b was taught in 12.3.2 Lesson 2; W.11-12.1.e was taught in 12.3.2 Lesson 6.

Ask students to name suggestions, based on the W.11-12.1.a,b,e skills listed in the 12.3.2 Rubric and Checklist for possible review.

- Student responses may include:

  - Suggest a peer remove evidence that does not effectively support a claim.

  - Propose that a peer rearrange claims or pieces of evidence to better support the argument.

  - Suggest limitations that might be included in the development of a claim, if the writer has not included any limitations.

  - Suggest ways to address possible audience knowledge level, concerns, values, and potential biases.

  - Suggest that the concluding statement tie more closely to the arguments presented.

Instruct students to pass their research-based argument paper drafts to the student on the right to complete the first round of review, adding constructive feedback regarding substandards W.11-12.1.a, b, e.

- Students pass their drafts to the peer on their right, and review peer papers, adding constructive criticism in the margin, on sticky notes, or electronically.

- Remind students that in this lesson they continue the work of collaborative discussion practices outlined in SL.11-12.1.

After the first round of review, instruct peer reviewers to determine the most significant revision regarding the standards analyzed in this first round of review. Allow peer reviewers time to select the most significant revision from this first round of review, and add it to the first row of the Peer Review Accountability Tool. Students should complete both the "Original" and the "Peer Suggestion" columns of the first row of the tool.

- Peer reviewers select the most significant revision and add it to the first row of the Peer Review Accountability Tool by completing the Original and Peer Suggestion column.

Instruct students to pass the research-based argument papers to the right again, so each student has a new draft to peer review for the second round of review.

- Students pass papers to the right.

Inform students that during this second round of review, peer reviewers focus on the strength of substandards W.11-12.1.c and W.11-12.1.d.

- Students examine substandards W.11-12.1.c and W.11-12.1.d on the 12.3.2 Rubric and Checklist.

- W.11-12.1.c was taught in 12.3.2 Lessons 5 and 8, W.11-12.1.d was taught in 12.3.2 Lesson 7.

- **Differentiation Consideration**: Remind students to refer to the Connecting Ideas Handout in 12.3.1 Lesson 5 for more support if needed.

Ask students:

What are some examples of constructive criticism that focus on the skills in substandards W.11-12.1.c and W.11-12.1.d?

- Student responses may include:

  - Suggest a different transition word than what is provided to clarify the relationship between two ideas.

- Suggest a phrase be added to clarify the relationship between a claim and evidence.

- Identify portions of the text where the tone is less formal and/or objective and suggest revisions.

- Suggest varied syntax to create cohesion and link ideas together in the paper.

Instruct students to review their peers' papers, adding constructive feedback based on substandards W.11-12.1.c and W.11-12.1.d. Instruct students to select the most significant revision and add it to the Peer Review Accountability Tool.

- Students review their peers' papers and add constructive feedback for substandards W. 11-12.1.c and W.11-12.1.d, select the most significant revision, and add it to the second row of the Peer Review Accountability Tool.

Instruct students to pass the papers to the right again, so each peer reviewer has a new draft to read for the third round of review.

- Students pass papers to the right.

Explain to students that during this third round of review, peer reviewers focus on the skills in substandards L.11-12.2.a, b, L.11-12.3.a, and standards W.11-12.8, L.11-12.1.

- Students examine substandards L.11-12.2.a, b, L.11-12.3.a, and standards W.11-12.8, L.11-12.1 on their 12.3.2 Rubric and Checklist.

- Consider displaying the sample research-based argument paper to show criticism focused on these skills.

- L.11-12.1 was taught in 12.3.2 Lesson 5, L.11-12.3.a was taught in 12.3.2 Lesson 8, L. 11-12.2.a, b were taught in 12.3.2 Lesson 9, W.11-12.8 was taught in 12.3.2 Lesson 3.

Ask students:

What types of constructive criticism would focus on the skills in substandards L. 11-12.2.a,b, L.11-12.3.a, and standards W.11-12.8, L.11-12.1?

- Student responses may include:

- Identify grammatical errors and suggest a revision.

- Identify misspelled words and provide the correct spellings.

- ○ Suggest the use of specific or precise terms relevant to the issue rather than general terms.

- ○ Identify misuse of hyphens and suggest a correction.

- ○ Identify an overreliance on one source in the claims and evidence and suggest a broader scope of evidence.

- ○ Identify varied syntax for effect and make suggestions about the effectiveness of this choice, consulting references as needed.

- ○ Identify places where MLA format is improperly applied and suggest corrections.

Instruct students to review their peers' papers, adding constructive feedback based on the focus standards W.11-12.8, L.11-12.1, and substandards L.11-12.2.a, b, L.11-12.3.a. Instruct students to select the most significant revision and add it to the Peer Review Accountability Tool in the third row.

- • Students review their peers' papers, adding constructive feedback, and select the most significant revision and add it to the Peer Review Accountability Tool.

- • Consider instructing students to discuss the peer review process, identifying ways in which the process strengthens their writing and reading skills, and naming challenges inherent in the process.

Activity 4: Lesson Assessment   20%

Explain to students that when they receive the feedback from their peers, they do not have to accept all the suggestions, but they should consider each suggestion carefully before revising their papers. Instruct students to collect the draft paper and the Peer Review Accountability Tool from their peers.

- • Students collect their draft papers and the Peer Review Accountability Tools from their peers.

Remind students that they have three revisions that their peers have identified as the most significant on the Peer Review Accountability Tool. Explain that in this section, students decide whether to implement the feedback or not and explain why.

- • Students examine their Peer Review Accountability Tools.

Instruct students to read through all the constructive criticism carefully, and complete one row of the Peer Review Accountability Tool ("Final Decision and Explanation") for a revision

they plan to implement. Instruct students to make that revision in the paper. Remind students that their responses will be assessed.

- Consider modeling a completed "Final Decision and Explanation" section of the Peer Review Accountability Tool if students need support.

Collect Peer Review Accountability Tools.

- See the High Performance Response at the beginning of this lesson.

Activity 5: Closing   5%

Display and distribute the homework assignment. For homework, instruct students to continue to implement revisions based on peer feedback. Additionally, instruct students to read their drafts aloud to themselves or someone else to identify errors in syntax, grammar, or logic in order to prepare for the following lesson's End-of-Unit Assessment.

- Students follow along.

Homework

Continue to implement revisions based on peer feedback. Additionally, read your drafts aloud to yourself or someone else to identify errors in syntax, grammar, or logic in order to prepare for the following lesson's End-of-Unit Assessment.

Sample Student Research-Based Argument Paper with Revisions

What Are the Best Ways for Developing Nations to Increase Economic Prosperity? Nearly half of the globe lives on less than $2.50 per day, and "[a]t least 80% of humanity lives on less than $10 a day" (Shah). In the U.S. alone, nearly 50 million people live below the poverty line (Fessler). While people all over the globe suffer as a result of poverty from income disparity, it is particularly devastating for developing nations. What is the best way for developing nations to increase their economic prosperity? It is a complex question with no single, one-size-fits-all solution, but the most effective way for developing nations to become more prosperous is by investing in human capital, providing quality education and technology to all citizens, regardless of gender or race.

Before describing the practical measures developing nations must take in order to work toward economic prosperity, one must first define several terms. What do we mean when we say *prosperity*? In fact, what do we mean by *developing*? Basically, if someone says the term "developing nation" they are also saying that there is also a "developed" nation. It would be easy to take a very Eurocentric position and claim that the developing world is just what is outside the developed, predominantly Western world. This stance is problematic because it assumes that all countries and cultures want to develop in the way the Western world has. Still, *developing world* or *developing nation* is the most common term in the available research. For most, the term means a nation with a lower material standard of living, lower life expectancy, and weaker industrial base when compared to more industrialized nations (e.g., the U.S., United Kingdom, Japan, Canada, Denmark). Therefore,

prosperity, for the purposes of this paper, refers to a material standard of living, poverty rate, life expectancy, and industrial base comparable to more industrialized nations.

Next, what is "human capital"? Human capital is defined as the "accumulated stock of skills and talents … [that] manifests itself in the educated and skilled workforce in the region" (Ogunade 2). In other words, human capital is all of the "skills and talents" that workers in a society offer. Countries rely on a "skilled workforce" to increase their economic power and improve their standard of living.

Finally, you might be asking yourself, what is "quality education," and why is quality even that important? Formal classroom education is often the first type of educational experience that comes to mind but classroom education and high student attendance do not by themselves result in quality education. As UNESCO notes in its "Education for All Global Monitoring Report, 2005", "The quantity of children who participate is by definition a secondary consideration: merely filling spaces called 'schools' with children would not address even quantitative objectives if no real education occurred" (28–29). Many countries have technically provided access to formal education in the way of providing classrooms and teachers, but in reality they have done a really bad job and it is obvious because their people are in horrible shape. The quality of an education is much more than time spent in the classroom; a student could spend years in a classroom and, hypothetically, emerge with no real skills. Rather, "education is a set of processes and outcomes that are defined qualitatively" (28), and a high-quality education focuses on both cognitive and emotional growth.

Equal access to quality education for men and women has economic implications for developing nations to prosper. For example, in many countries, women do not receive equal access to education, even though "[b]etter-educated women can undertake higher-value

economic activity" (Ward et al. viii). Such economic activity requires higher caliber cognitive skills, so education is a necessary investment for countries that wish to increase their high-value economic activity. Furthermore, equity in education is strongly connected to the prosperity of a country. "With the exceptions of resource-rich Oman, Bahrain and Saudi Arabia, no country has achieved both GDP per capita of over $10,000 and a ratio of girls to boys in primary education of less than 90 per cent" (viii). However, the resource-rich countries of Oman, Bahrain, and Saudi Arabia have wealth based on resources rather than an investment in educational equity. The point still stands, though, that investment in quality education consistently benefits economies.

Equal access to quality education results in wealth not only for countries as a whole but for the individuals who live in these countries. When people have access to quality education they become potential investors in the market and can develop capital of their own. This leads to more competition within and between industries, "Product markets are more competitive if all would-be entrepreneurs can use their talents" (Ward et al. ix). Competition is a motivator, so the more people use their talents within a specific industry, the harder people will work in the industry to be able to compete. Competition and hard work will also result in a more reliable monetary return, which in turn incentivizes individual and shared investment: "A more productive workforce, through greater equality in employment and education, increases expected rates of return, which in turn generates a modest increase investment and promotes growth" (ix).

If many people in a nation are applying their skills to compete with one another, and if investment is attractive because returns are more likely, the country will be more prosperous, which means that more individuals will have more money for investment. Thus, education created a positive feedback loop: people become educated, refine their talents, compete

with one another, attract investors, increase domestic prosperity, create more wealth at the individual level, become educated potential investors themselves, and in turn incentivize education and the development of talent to perpetuate the virtuous cycle. Countries must invest in equal quality education for *everyone* in a society, so that there is more quality human capital that contributes to economic prosperity.

This wealth-generating competition depends as much on the free flow of information as it does on skilled human capital. Jared Diamond points out in his book: "you want your country, industry, industrial belt, or company to be broken up into groups that compete with one another while maintaining relatively free communication" (444). A developing nation must also seek out communication to foster productive competition within the nation, and technology plays a vital role. In order for communication to take place on a larger scale and contribute to economic growth, all citizens must have access to technology. In developing nations, "[d]eploying broadband networks at the community and municipal levels has become an important factor in allowing local businesses to grow and remain competitive" (Qiang et al. 38). The Internet provides vast opportunities for communication, and therefore fosters larger-scale competition among all people of a nation.

Broadband Internet access has also helped individual workers in developing nations "acquire skills (increasing their marketability as workers) and develop social networks through broadband-enabled Web applications, facilitating peer-to-peer communities and their integration with the economy" (Qiang et al. 36). In this way, increasing access to high-speed Internet is not only a supplement to quality education in the classroom; it becomes a source of education itself, offering vital social interaction between all citizens of a nation regardless of gender or race. The impact of broadband access extends even into very rural, low-income communities. For example, in India, some farming villages are "using a common portal that

links multimedia personal computers by satellite" (40). The computers afford farmers access to information about the weather forecast, crop prices, nearby markets, and the latest sowing techniques. Qiang et al. also note that "these improvements have resulted in productivity gains for the farmers" (40). This example highlights that broadband Internet technology is stimulating developing economies from all angles—from inside the classroom, in the living room, in the office, and on the farm.

In addition to the Internet, other technology solutions can help developing countries generate wealth. If countries really want to improve their economic standing, they should totally "improve … quality of life by investing in labour-saving technology" (Ward et al. 44). If women were freed from the burden of manual labor to the extent that men are, they would have a higher capacity for more high-value economic activity. As Revenga notes, "If women farmers have the same access as men to productive resources … agricultural output in developing countries could increase by as much as 2.5 to 4 percent" (41). Thus, for technology to be harnessed most effectively, like quality education, it must be made equally available to all people.

Some scholars and policymakers argue that, although education and technology are important in the development of a more robust economy, they are not the most important pieces in this complicated puzzle. After all, in order for nations to make these types of investments in the first place, there must be some amount of foundational stability and reliable governance. United Nations *Millennium Projector* director Jeffrey Sachs and a group of other scholars insist, "Sometimes the problem is poor governance, marked by corruption, poor economic policy choices, and denial of human rights" (29). Economic development fails if a government cannot uphold its own rule of law or even begin to institute its ideal policies in the first place.

Furthermore, in the examples above, the potential benefits of education and technology depend on equality for all groups. As Sachs et al. state, "In many places, access to public goods and services is restricted for certain groups. Minority groups, for their language, religion, or race, suffer discrimination at the hands of more powerful groups" (31). If there isn't foundational equality in the first place, such as a constitution declaring all citizens equal and a legal infrastructure to uphold that law, all the benefits of instituting education and technology will be limited to the privileged and remain ultimately ineffective on a large economic scale.

Other scholars argue that developing nations are not able to create the infrastructure necessary for education and technology. Some countries are stuck in "a poverty trap, with local and national economies too poor to make the needed investments" (29). If a country is too poor to build and maintain solid educational and technological infrastructure, these items cannot be made a priority in economic development. In addition, the opportunity costs are high for having people in school rather than paid work. For example, there are a number of challenges to educating children in a rural impoverished area. In such areas, "[c]hildren are 'economic assets' on the farm, and many of them, especially girls, do not attend school because they are home performing household work" (32). Thus, it is not an investment to send children to school; it is a direct, material loss of income with little chance of payoff if the country is not ready to employ those who do attend school. Hypothetically, a girl could attend school, study, and gain a formal education. Meanwhile, she will have missed all opportunities to gain practical knowledge on the farm. She is likely to be unemployed with an education that means nothing in a struggling rural economy. No amount of formal education or Internet access would solve her problem.

Others may argue that good health comes before education and technology. In order to invest in human capital through education and technology, humans themselves must be healthy. In very poor countries, "[l]ife expectancy is less than 50 years (as opposed to 80 years in high-income countries), and child mortality is 100 per 1,000 live births or higher … Infectious diseases are rife" (Sachs et al. 33). How can people begin to take advantage of a quality education system if they are suffering from disease? This line of reasoning leads one to the conclusion that investing in human capital through equal and affordable healthcare is more important or effective than education, insofar as able minds rely on able bodies.

Thus, it's argued that without proper governance, legal infrastructure, a baseline amount of wealth, and basic healthcare needs met, a suffering population will not benefit from the luxuries of the classroom or technology. To end this poverty trap, a country must:

> raise the economy's capital stock—in infrastructure, human capital, and public administration—to the point where the downward spiral ends and self-sustaining economic growth takes over. This requires a "big push" of basic investments … in key infrastructure (roads, electricity, ports, water and sanitation, accessible land for affordable housing, environmental management), human capital (nutrition, disease control …) and public administration. (39)

These are all valid concerns. Indeed, it seems as if meeting developing nations' basic necessities is more important than investing in human capital through quality education and technology. But you can't equate foundational with most important or most effective, because that makes no sense. Although basic necessities may need to come first before education and technology, it is not necessarily true that basic necessities are more important or pivotal in solving the poverty problem in developing nations. What comes first in a

sequence of events is not necessarily more important than what comes after. Although the establishment of a solid legal infrastructure is foundational and must come before the establishment of a system of quality education, the argument can be made that the latter is more important in the long-term development of a stable economy. While equal access to quality education depends on a certain level of legal and economic infrastructure in the first place, an educated citizenry renders that infrastructure more solid, valuable, and sustainable, thus, education and technology are more effective long-term investments for developing nations.

Additionally, there is some evidence that foreign investment is more likely to come to countries that have invested in education and technology. Companies looking to locate in a country want a skilled workforce that guarantees returns, as well as certain technological advancements like functional highways, electricity, and communication systems (Sachs et al. 46). Thus, developing nations need literate or educated workers and technological advances in order to manage foreign investments productively.

An informed, educated, literate citizenry is also necessary for a stable government, which is a requirement for a productive economy. Education is not a luxury; it is the sustaining force of a developed economy and functioning government. "Strong civil society engagement and participation are crucial to effective governance because they bring important actors to the fore, ensure the relevance of public investments…" (Sachs et al. 32). Thus, as addressed earlier, "strong" societal engagement comes from quality education for all, which in turn contributes to a stable government and prosperous economy.

A strong education system also serves as a solid foundation for better health care and the physical wellbeing of a population. In the case of female education in relation to healthcare, Sperling points out the following:

An extra year of female education can reduce infant mortality by 5% to 10%. In Africa, children of mothers who receive five years of primary education are 40% less likely to the [*sic*] before age 5 than are children of uneducated mothers. Across both Africa and Southeast Asia, mothers who have a basic education ate [*sic*] 50% more likely than uneducated mothers to immunize their children. (Sperling)

Education gives people the knowledge to protect themselves from disease. It is obviously no surprise, then, that "[e]ducation has also proven to be one of the most powerful tools to prevent the spread of HIV/AIDS. A recent study in rural Uganda found that, in comparison with young people with no education, those with some secondary education were three times less likely to be HIV-positive, and those with some primary schooling were about half as likely to be HIV-positive" (Sperling). Many catastrophic epidemics could be fought more effectively if only people had the education and knowledge to protect themselves. Indeed, education is itself a preventative health measure.

Thus, although expanding equal access to quality education and installing broadband Internet in all homes may not be the first foundational step toward building a brighter economic future in developing countries, it's in many ways the most important element. Education and technology make sustainable internal economic growth possible.

The future wellbeing of developing nations depends on investment in human capital. It is a complex question with no single, one-size-fits-all solution, but the most effective way for developing nations to become more prosperous is by investing in human capital, providing quality education and technology to all citizens, regardless of gender or race.

Peer Review Accountability Tool

Name:		Class:		Date:	

Directions: Use this tool to record suggestions for revisions from your peer's review. Provide the original text, peer suggestion, and explanation of your decision about the final revision.

Original	Peer suggestion	Final decision and explanation

Model Peer Review Accountability Tool

Name:		Class:		Date :	

Directions: Use this tool to record suggestions for revisions from your peer's review. Provide the original text, peer suggestion, and explanation of your decision about the final revision.

Original	Peer suggestion	Final decision and explanation
Paragraph 5: "Equal access to quality education for men and women has economic implications for developing nations to prosper."	Develop the idea of equality in education to include racial and ethnic equality, in addition to gender equality.	I went back to my sources and found additional information to incorporate that addresses ethnic and racial inequality in education. The source discusses the fact that a quality education is necessarily bound with equality and the absence of discrimination, so that all people can develop cognitively.

Paragraph 10: "In addition to the Internet, other technology solutions can help developing countries generate wealth. Countries can 'improve … quality of life by investing in labour-saving technology' (Ward et al. 44). If women were freed from the burden of manual labor to the extent that men are, they would have a higher capacity for more high-value economic activity. As Revenga notes, 'If women farmers have the same access as men to productive resources … agricultural output in developing countries would increase by as much as 2.5 to 4 percent.' Thus, for technology to be harnessed most effectively, like quality education, it must be made equally available to all people.	It is not clear to me what sorts of technology you are talking about here. Provide more detail so your audience can have a better understanding of what is meant by "laborsaving" technology.	I revised this section to include a more in-depth discussion of technology that can reduce the amount of manual labor in the developing world.
Paragraph 25: "The future wellbeing of developing nations depends on investment in human capital. It is a complex question with no single, one-size-fits-all solution, but the most effective way for developing nations to become more prosperous is by investing in human capital, providing quality education and technology to all citizens, regardless of gender or race."	This conclusion is mainly a restatement of your central claim verbatim. Consider paraphrasing your central claim and offering some concluding thoughts or insights.	I revised my conclusion. I deleted the restatement of my claim and paraphrased it instead, as well as offered some concluding statements that give my paper a resolution.