1. Select approximately five errors from a set of student papers, perhaps from another section writing on the same topic so no one is embarrassed. The errors should represent a range from basic (such as “Mr. Fernandez don’t think it ok”) to advanced (such as “The worst situation is when the patient ignores warning symptoms”).

2. Cut and paste them, with the options “Does not bother me,” “Might bother me,” and “Definitely bothers me.”

3. Have students vote, using the opportunity to teach such topics as subject-verb agreement and faulty predication.

4. Ask students to take the survey out to five people they know in a variety of real contexts, such as a professor from another class, a boss at work, a family member, and two fellow students.

5. Have students reflect, in writing or discussion, on their findings, perhaps including attention to language change, class markers, and other insights they can gather from the activity.