

Peer Review/Workshop Sheet: Essay #2 Writing from Two Primary Texts

**Reviewers must review each writer's paper for (at least) 15 minutes, complete this form for each paper reviewed, and discuss comments with the writer. Writers must turn in peer comments with final draft.

Name of writer: _____

Name of reviewer: _____

1. First, read the essay completely without making any comments on the paper. Write down 2-3 things you liked about the essay below:
2. Reread the criteria for the assignment on the overhead screen. Explain whether the essay complies with the requirements of the assignment:
 - a. Explain whether the essay selects two primary texts (one literary and one non-literary) and explicitly identifies a similar statement of belief that is present in both of the primary texts:
 - b. Explain whether the essay presents an *interpretive* position/claim about the similar statements of belief present in each of the primary texts discussed:
 - c. Explain how well the essay establishes *specific* criteria for how it plans to evaluate the statements of belief in each work:
 - d. Explain whether the essay presents a clear argument (in the introduction) about whether the primary texts successfully meet the criteria selected in #2.c above:

Now, ask the writer to tell you in conversation what are the similar statements of belief in the selected primary texts and whether each primary text meets the criteria established in #2.b above. Explain whether the language in the essay is consistent with what the writer told you in conversation:

3. Explain whether the essay presents *specific* claims that demonstrate *how* the primary texts communicate the similar statements of belief noted in #2.c above:
4. Explain whether the essay presents adequate evidence *from the primary texts* (quotations/specific details, without excessive plot summary) to support the claims made about the similar statement of belief in the primary texts AND whether they meet the evaluative criteria selected:
5. Read the essay again. In the second reading, explain whether the essay presents a *balanced* discussion of both primary texts and whether the primary texts meet the specific evaluative criteria selected (i.e., does the discussion spend the same amount of space on both primary texts?):
6. Explain whether the essay uses the same set of criteria when evaluating both primary texts:
7. Explain whether this essay passes the "So-What?" test? In other words, does the essay make a difference in how you see these primary texts?

8. Explain whether the essay properly introduces/integrates quotes from the text(s) into *complete* sentences and avoids letting quotes stand alone as separate sentences:
9. Explain whether quotations/details from the texts are followed by explanations/interpretations about *how* the evidence/quote supports the claim of the paragraph OR relates directly to the judgment reached in the evaluation (the thesis):
10. Is the essay convincing? Yes/No (circle one)
Explain why or why not? (for example: explain why you think the writer has a *strong or weak argument*. (i.e. does the essay include any contradictions? is there enough evidence to convince the audience? is there a clear link between the evidence presented and the judgment reached in the evaluation/thesis?))
11. Explain whether the writer ignores significant aspects of the texts or issues being discussed in the essay?
If so, point these out to the writer, so that the writer can address these in a revised draft:
12. Explain whether the writer has an appropriate awareness of his or her (university-level) audience?
13. Explain whether the paragraphs (and ideas within paragraphs) transition well and develop the argument?
14. Explain whether *every* paragraph focuses on a single idea that relates well to the purpose of the essay/thesis (list paragraphs that stray off topic or that present claims not relevant to the arguments made in the texts):
15. Explain whether the essay is reader-friendly (can you understand the writer's claim in each paragraph):
16. Explain whether the paper begins in an interesting, attention-grabbing manner:
17. Are there any repetitive grammatical mistakes? If so, name the **kind** of mistakes here (comma splices, run-on sentences, fragments, dangling/misplaced modifiers, subject-verb disagreement, etc.):
18. Formatting: Are the margins 1.0 inch on all sides (top, bottom, left, right)?
Does the paper use Times New Roman, 12 Point, double-spaced font?
Do page numbers appear at the top right of each page (except on the first page)?
Does the first page have a heading with student's name, course number, Essay #2, date, etc?¹
Does the essay have an original title that is centered at the top of the introduction?
Does the paper have a works cited page according to MLA guidelines?

¹ There should be no extra lines between the heading and the essay title OR between the essay title and the first paragraph.