

Peer Review/Workshop Sheet: Essay #1 - Analyzing a Single Primary Text

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

Name of writer: _____

Name of reviewer: _____

1. Before reviewing the essay, ask the writer to tell you what his or her thesis is aloud, in conversation. Then, read the essay completely without making any comments on the paper. At the end of the first reading, describe below the two greatest strengths of the essay:
 - 1)
 - 2)
2. Read the essay again. In the second reading, search carefully for any statements or claims in the body that might serve as a better thesis for the essay than the thesis chosen by the writer. Sometimes the best points in an essay can get buried in the paper and should be moved up to the main position/thesis claim. Mark any *alternative thesis statements* in the margin of the writer's essay.
3. Discuss with the writer whether the written introduction conveys clearly the same thesis the writer described aloud in conversation before reading the essay. Encourage the writer to revise the thesis to be more like the thesis spoken in conversation, if necessary.

Explain below how well the essay meets the requirements of the assignment to clearly articulate an analytical or interpretive thesis about the significance of a specific relationship in the primary text (a debatable claim that someone could disagree with):

4. Does the essay have an *original* and interesting title related to the topic of the essay? Circle one: Yes / No
Explain whether the paper begins in an interesting, attention-grabbing manner:

Explain how well the introduction of the essay creates a context for discussing a specific relationship in the primary text.

5. Explain whether the essay presents *specific* evidence from the primary text that directly defends the thesis:

Describe the adequacy or inadequacy of evidence provided from the primary text (quotations and specific details) to support each claim about the primary text and to defend the thesis (list paragraph numbers in which problems exist):

Explain how well quotations or details from the primary text are *followed* by argument, explanation, and interpretation about how the quote or detail defends the claims in each paragraph:

Explain whether quotations are properly cited with parenthetical references using MLA style:

6. Plot summary should be kept to a minimum, if used at all. Explain whether the essay offers too much plot summary (paraphrasing the text without interpretation/analysis is a frequent problem that should be avoided when writing about texts):

7. Is the essay's argument convincing? Circle one: Yes/No
Explain below why or why not: (For example: Is the essay insightful? Does the essay allow you to appreciate the literary text in a new way? Does the essay include contradictions or logical fallacies? Is there *enough* evidence from the text to convince the audience? Is there a clear link between the evidence and the thesis?)

8. Respond below whether the student's essay uses language that makes claims about what the literary text accomplishes (i.e., "the text argues ____"; "the speaker notes that ____"; "Mrs. Baroda displays ____"; etc.), rather than using language that omits references to the text when discussing ideas found in the text:

9. Explain whether paragraphs have clear topic sentences and whether the paragraphs remain focused on a single topic discussed in each paragraph:

10. Describe how well the paragraphs (and ideas within paragraphs) transition and develop the essay's argument:

11. Explain whether *every* paragraph relates well to the thesis (identify paragraphs that stray off topic)?

12. Is the essay reader-friendly? Circle one: Yes / No
Explain whether you understand the writer's claims in each paragraph:

13. Does the writer ignore significant aspects of the literary text or key issues discussed in the essay?
If so, point these out to the writer, so the writer can address these in a revised draft:

14. What could be improved in this paper (list 2 or more items)?
 - 1)
 - 2)

15. 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, spelling errors, etc.):

16. Formatting: Are the margins 1.0 inch on all sides?
Do page numbers appear at the top right of each page?
Does the first page have a heading with student's name, course number, and date, etc?
Is the essay's original title centered on page 1 with no extra lines before or after the title?
Does the paper have a works cited page according to MLA guidelines?