**Essay 1 Peer Review**

Your goal during peer review is to offer the writer constructive comments that will help him or her revise, literally to “see again,” from a fresh perspective. This is an opportunity to help your partner become a better writer by pushing for true revision, rather than cosmetic tweaking. As you carefully read each essay you have been given:

* Draw a line under awkwardly expressed sentences and phrases whose meanings are unclear.
* Write marginal notes to the writer on anything that puzzles you, explaining why.
* Label the topic of each paragraph; if you cannot determine the topic, put a question mark.

After you have marked it up, read the essay one more time and then write a letter in which you address the following questions:

1. *Thesis and motive*: What is the essay’s thesis or controlling idea? How compelling is the thesis? How arguable is it? What motivating idea from the list distributed in class do you feel the essay adopts, if any? What is the essay’s motive? Restate these in your own words. Don’t assume the writer knows what his or her own essay is about!

2. *Introduction*: Does the essay invite you in with an effective opener? Are context, motive and thesis clear and effective? What could the writer do to improve the introduction?

3. *Lens*: Are theory’s ideas represented accurately? Are they engaged with in a full and meaningful way? Are they put in a productive interpretive conversation with “The Dictator,” or are they simply inserted for the sake of the assignment? Could the lens be removed from the essay without much injury?

4. *Case*: How well does the essay close read specific details from “The Dictator”? Are textual details tagged to the lens’s concepts in laundry list format, or are they analyzed in a thoughtful, unexpected way (i.e., is this just a baseline reading)? Can you identify the “twist”? How effectively is it explored?

5. *Quotation and Citation*: How has the writer incorporated material from their sources into the flow of the paper? Are all three components of a quotation (lead-in, citation, analysis) present? How well are quotations explained and analyzed? Any MLA citation mistakes?

6. The writer has asked you one or more questions in their cover letter. What answers do you have to offer?

**ESSAY 3: PEER REVIEW**

Your goal during peer review is to offer the writer constructive comments that will help him or her revise, literally to “see again,” from a fresh perspective. This is an opportunity to help your partner become a better writer by pushing for true revision, rather than cosmetic tweaking. As you carefully read each essay you have been given:

* Draw a line under awkwardly expressed sentences and phrases whose meanings are unclear.
* Write marginal notes to the writer on anything that puzzles you, explaining why.
* Label the topic of each paragraph; if you cannot determine the topic, put a question mark.

After you have marked it up, read the essay one more time and then write a letter in which you address the following questions:

1. *Thesis and motive*: What is the essay’s thesis or controlling idea? How compelling is the thesis? How arguable is it? What motivating idea from the list distributed in class do you feel this paper adopts, if any? What is the essay’s motive? Restate these in your own words. Don’t assume the writer knows what his or her own essay is about!

2. *Conclusion*: Where does the essay end up, in comparison to where it starts? Does the conclusion indicate a development in thought during the course of the paper? Does it pursue implications, identify limitations, and come full circle? Or is it redundant? Does it suddenly raise a new point or make grand, overstated claims? How could the author improve his or her conclusion?

3. *Sources, Quotation, and Citation*: How has the writer incorporated material from his or her sources into the flow of the paper? How many sources are used? Are they used substantially or simply inserted for the sake of the assignment? How well are quotations explained and analyzed? Are there any MLA citation mistakes?

4. *Transitions*: Do topic sentences logically and effectively transition from the previous paragraph? Is the essay stitched together well? Do any of the topic sentences fail to capture the major idea of the paragraph? In those cases, is the paragraph about something else or something more elaborate, or is there more than one major idea in the paragraph?

The writer has asked you one or more questions in their cover letter. What answers do you have to offer? Be prepared not only to review your feedback with the author in class, but also to point out specific examples and discuss concrete revision possibilities.