

Peer Editing:

Follow the directions below when peer editing.

1. Read the essay once from beginning to end **without marking anything.**
2. Read the essay again and **make comments on large issues** first
 - ✓ Does the draft respond to the assignment?
 - ✓ Are important and interesting ideas presented?
 - ✓ Is the main point clear and interesting?
 - ✓ Is there a clear focus?
 - ✓ Is the draft effectively organized?
 - ✓ Is the sequence of points logical?
 - ✓ Are ideas adequately developed?
 - ✓ If appropriate, is the draft convincing in its argument?
 - ✓ Is evidence used properly?.
3. Read the essay again, this time looking for **language and grammar mistakes.** Mark them on the essay.
4. Complete the following **checklists** – (A “√” for complete, an “X” for incomplete, a “?” for cannot find)

Introductory paragraph:

- Captures the reader’s attention by using a relevant attention grabber, lead-in or hook
- Smoothly transitions from attention grabber to main idea of thesis
- Thesis statement is a focused argument and is clearly stated
- Thesis has purpose (so what?), makes an argument (what), and explains how it will be proved (how)
- Introduction mentions all relevant sources of evidence and factual information (i.e. the novel and its author)
- Introduction does a good job of setting up the paper as a whole

Body paragraphs:

- Topic sentences are clear explanations of what evidence will be used and how it will support the thesis
- Topic sentence connects back to thesis – includes purpose (so what)
- Provides adequate background information and context for an uninformed reader to be able to understand the evidence
- Uses well selected quotes as required for the assignment from the text that directly supports the thesis
- Provides analysis that explains the quote and sets it up for interpretation
- Provides interpretation of how evidence directly supports the thesis (everything must connect!)
- Convinces reader that interpretation is reasonable and accurate

Conclusion

- Revisits the main idea of the thesis without restating it
- Concludes point and avoids introducing any new ideas
- Reaches a new insight (revisit “so what?” with more depth)

Skills & Mechanics:

- Eliminates spelling/wrong word errors. Evidence of spell check/revision
- Uses a consistent verb tense (present tense!)
- Eliminates personal pronouns (“I,” “me,” etc.)
- Grammar/Punctuation errors are minimized (watch for commas)
- Contractions eliminated (not “can’t” but “cannot”)
- Quoted references are cited and punctuated correctly (“and this is a quote” (Pelz 1).)
- Essay is organized and contains smooth transitions between ideas, quotes, and paragraphs
- Chosen language is appropriate, clear and easy to understand (Anything awkward?)

Basic Requirements:

- Correctly uses MLA document formatting (Times Roman Font, 12-point size, double-spaced)
- Directly Answers the question posed
- Meets paragraph/words/page requirements

5. Take a look at the essay rubric on the back of this sheet. Take a look at each section of the rubric and **mark as you deem appropriate** based on your knowledge of essay writing. Underline phrases in each box that describe the level of writing in the paper you are reading.

❖ **Be sure to comment as much as you can. Comments are more valuable than any other part of peer editing! Even when you’re not sure, just tell your writer what you think.**