

**STEP 2: Peer Editing**

**Directions:** As we work in our editing circles, we will take turns reviewing each skill below. Be honest (yet polite) and helpful to the people whose papers you are reading. Using the scales as reference, mark the *level* for each descriptor. Provide *insightful* feedback to help your peers improve or to complement their specific accomplishments. Before you move on, be sure to initial next to the box. This makes sure the writer (or teacher) can talk to you if there are any questions.

1. **Thesis** statement responds *completely* to the prompt. (Underline thesis) 4-----3-----2-----1 \_\_\_\_\_\_\_\_\_\_
2. **Thesis** statement is complex *and* insightful probing questions such as “how,” “why,” and “so what.”

4-----3-----2-----1 \_\_\_\_\_\_\_\_\_\_

1. **Organization** within paragraphs is logical. (Underline main ideas.) 4-----3-----2-----1 \_\_\_\_\_\_\_\_\_\_
2. **Organization** between paragraphs is clear and logical (Circle transitions) 4-----3-----2-----1 \_\_\_\_\_\_\_\_\_\_
3. **Organization** includes an effective introduction and conclusion. 4-----3-----2-----1 \_\_\_\_\_\_\_\_\_\_
4. **Evidence** is well chosen given all information available. 4-----3-----2-----1 \_\_\_\_\_\_\_\_\_\_
5. **Evidence** is supported by context and is well integrated. 4-----3-----2-----1 \_\_\_\_\_\_\_\_\_\_
6. **Analysis** makes clear connections between the thesis, main idea, and evidence.

4-----3-----2-----1 \_\_\_\_\_\_\_\_\_\_

1. **Analysis** probes into the “how,” “why,” and “so what. 4-----3-----2-----1 \_\_\_\_\_\_\_\_\_\_
2. The writer has a clear **audience** in mind; the word choice, tone, and content are appropriate to the purpose.

 4-----3-----2-----1 \_\_\_\_\_\_\_\_\_\_

1. The writer has addressed multiple **audiences** through counter claims and concessions that enhance the writer’s thesis without purposefully alienating an audience.
 4-----3-----2-----1 \_\_\_\_\_\_\_\_\_\_
2. The writer’s **voice** is present; the author appears engaged in the writing.

 4-----3-----2-----1 \_\_\_\_\_\_\_\_\_\_

1. The writer’s annotations (if applicable) and **pre-writing** demonstrate a clear thought process and organizationstructure that helps direct the writing.

 4-----3-----2-----1 \_\_\_\_\_\_\_\_\_\_****

**STEP 1: Reflection**

**Directions:** Before reading other essays, mark how you believe your essay would be scored based on our five scales. Be honest! Consider your previous performance plus the complexity of this prompt and text. After your peers edit your essay, reflect and answer the questions below.

**Before my peers edit my essay, I believe:**

1. My thesis should be marked: 4-----3-----2-----1
2. My organization should be marked: 4-----3-----2-----1
3. My evidence should be marked: 4-----3-----2-----1
4. My analysis should be marked: 4-----3-----2-----1
5. My audience scale should be marked: 4-----3-----2-----1
6. My grammar and style (no scale) should be marked:

4-----3-----2-----1

1. On my last essay, I was supposed to improve upon \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and I did that in this essay by:

**STEP 3: Reflection**

**Directions: After your peers edit your essay, reflect upon the following questions. Be specific! Learning and applying is the key to this whole assignment!**

1. In which area(s) did my peers and I agree most AND WHY?
2. In which area(s) did my peers and I disagree most AND WHY?
3. On which skill(s) did I score Advanced (Level 4) or Proficient (Level 3)?
4. On which skill(s) did I score Basic (Level 2.5) or Below Basic (Level 1)?
5. What is one concrete thing I can do to improve my writing?
6. What insights did I learn about my own writing from reading other people’s papers?

**“NEVER DO” List: Updated 11/9/12**

1. Never try to pad your paper with font or margins. We’re interested in content. Keep margins, font sizes, and font types at their default settings.
2. Introductions should include the author(s) and title(s) of the work(s). Double check that they are spelled properly. Don’t be that guy.
3. Book titles are *italicized* or underlined; articles are in “quotation marks.”
4. State the author’s full name first and last name from there on out. NEVER refer to the author by first name only. You are not BFF.
5. Never say “Ethos/pathos/logos SHOWS” or “the author USES...” Focus on the effect of the device and how it enhances the argument
6. Quote Dumping is not stylistically helpful to making a stronger argument. Integrate the quote into your sentence. Ask yourself why you are quoting all of those words. You should also contextualize (who said it? where? What?) evidence as well.
7. Never misquote an author. Use his/her exact words. No typos! This goes for direct and indirect quotations.
8. Never start or end a paragraph with evidence. It does not enhance your argument
9. Analysis (in English classes) never includes the phrase “this shows that…” EVER. As in ever, ever. Seriously. Ever.
10. Banned Words/Phrases…
	1. Words: a lot, very, really, nowadays, gonna, okay, stuff, things, good, bad, nice, contractions (e.g. can’t)—ask yourself what you really mean and say that word instead. You’ll see me say UPGRADE or WC in my notes to you.
	2. Personal Pronouns: I, me, my, you, your, our, ours—unless you are doing it consistently throughout your essay to enhance your argument
11. Avoid Fluff/Filler
	1. Cheerleading (e.g. the author did a great job…)
	2. Idioms (e.g. a blessing in disguise)
	3. Clichés (e.g. ace in the hole, since the dawn of man)
12. Punctuation:
	1. When ending a sentence with evidence, all marks of punctuation, with the exception of the colon and semicolon, belong inside quotation marks.
	2. Use exclamation points sparingly
	3. Starting Sentences w/ FANBOYS (i.e. For, And, Nor, But, Or, Yet, So)
	4. Ending sentences with prepositions (i.e. on, in, up, etc.)
13. Transitions:
	1. Upgrade from freshman year (first, second, next). Use the ones that enhance your argument and show that you are transitioning from one idea to the next. These could be transitional phrases or repeated phrases as well.
	2. Don’t ignore transitions inside your paragraphs. They mean something, too.