**Peer Review**

# ENG122: English Composition II

This peer review activity is a mutally beneficial exercise. When you review your classmate’s paper, you will be stepping out of the “writer” role and into the “audience” role. Your review WILL GIVE YOUR CLASSMATE A NEW PERSPECTIVE ON THEIR ESSAY AND the experience WILL HELP YOU DEVELOP A NEW PERSPECTIVE ON YOUR OWN WORK. You will discuss the reviews throughout Week 4 and eACH STUDENT WILL RATE THEIR EXPERieNCE AT THE END OF THE WEEK.

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| WRITER NAME: |  |
| REVIEWER NAME: |  |

# Introduction Paragraph

pASTE THE ESSAY’S THESIS STATEMENT BELOW. iF YOU CANNOT LOCATE THE THESIS STATEMENT, LET THE AUTHOR KNOW. pOINT OUT THE THINGS THAT WORK WELL AND IDENTIFY ANYTHING THAT WAS DIFFICULT TO UNDERSTAND IN THE INTRODUCTION PARAGRAPH. pROVIDE A SUGGESTION FOR REVISING THIS PART OF THE PAPER.

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| THESIS STATEMENT: |  |
| INTRODUCTION PARAGRAPH OBSERVATIONS, SUGGESTIONS, AND COMMENTS: |  |

# Body Paragraphs

pASTE THE ESSAY’S tOPIC SENTENCES BELOW. iF YOU CANNOT LOCATE THE TOPIC SENTENCE FOR EACH PARAGRAPH, LET THE AUTHOR KNOW. dOES EACH TOPIC SENTENCE PROVIDE A PIECE OF THE ARGUMENT? iS EACH TOPIC SENTENCE COVERED BY THE THESIS STATEMENT? pOINT OUT THE THINGS THAT WORK WELL AND IDENTIFY ANYTHING THAT WAS DIFFICULT TO UNDERSTAND IN THE BODY PARAGRAPHS. pROVIDE SUGGESTIONS FOR REVISING THE BODY OF THE PAPER.

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| TOPIC SENTENCES: |  |
| BODY PARAGRAPH OBSERVATIONS, SUGGESTIONS, AND COMMENTS:  (be sure to identify the paragraph that you are referring to) |  |

# Conclusion Paragraph

pASTE THE ESSAY’S Restated THESIS STATEMENT BELOW. iF YOU CANNOT LOCATE THE restated THESIS STATEMENT, LET THE AUTHOR KNOW. pOINT OUT THE THINGS THAT WORK WELL AND IDENTIFY ANYTHING THAT WAS DIFFICULT TO UNDERSTAND IN THE CONCLUSION PARAGRAPH. pROVIDE A SUGGESTION FOR REVISING THIS PART OF THE PAPER.

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| RESTATED THESIS STATEMENT: |  |
| CONCLUSION PARAGRAPH OBSERVATIONS, SUGGESTIONS, AND COMMENTS: |  |

# Overall Reader Response

provide the author with your OVERAL response as a reader. You are providing an audience perspective, which is very valuable to any writer. Remember, you are not reviewing the paper like a teacher would. Instead, you are providing a reader’s perspective.

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| AUDIENCE PERSPECTIVE ON THE ARGUMENT:  (Where should this writer focus their revision efforts? Does the evidence support the argument? Is the argument cohesive and logical? Do fallacies undermine the appeal to logos? Is the argument objective and research-based? Does the argument fit the rhetorical situation? Etc.) |  |
| AUDIENCE PERSPECTIVE ON THE WRITING:  (Where should this writer focus their future editing efforts? Are there overall writing errors that make the paper difficult to read? Is the tone appropriate for the situation and audience? Does the paper adhere to the style guide? Etc.) |  |