

# Peer Review Workshop

- ~ Driving Questions:
  - ~ How can we be more thorough in our peer review feedback?
  - ~ How can we assess each other's essays more accurately?
  - ~ What can we learn from looking at other people's writing?

## Instructions

### 1. Content Scale (See Checklist)

3 of 4

### 2. Why did you score the **CONTENT** of this essay this way? What elements from the checklist are missing? (Be specific, and include all elements that need improvement)

The thesis and topic sentences were not debatable. The author did not link back the same points stated in the introduction paragraph

### 3. Form Scale (See Questions)

3 of 4

### 4. Why did you score the **FORM** of this essay this way? What elements from the checklist are missing? (Be specific, and include all elements that need improvement)

The entire works cited was missing and the topic sentences did not connect back to the thesis. One quote was not edited properly which made the flow of the sentence awkward.

### 5. What part of this essay was the strongest? How so? What category had the most elements included? (Ex: Thesis? Body Paragraphs? Sentence Structure?)

The strongest part was the opening paragraph because it connected to something readers can relate to and used the constitution as a strong argument.

# Peer Review Workshop

- ~ Get ready to be the teacher!
- ~ In a moment, you will read three examples of student essays in response to “Going for the Look..”
- ~ You will have about 5 minutes to assess each essay for content and form
  - ~ Note: These students had 45 minutes
  - ~ Expect four paragraphs, not five; single-spaced



HOW I IMAGINED MYSELF AS A TEACHER...



HOW I FEEL AS A TEACHER...



# Peer Review: Checklist

- ~ Use the checklist provided to score each essay
- ~ Take a few minutes now to review the checklist
  - ~ What do you notice about the side that says “CONTENT”?
  - ~ How does this compare to the side that says “FORM”?
  - ~ What makes sense? (*Choose specific topics*)
  - ~ What does not? (*Choose specific topics*)

# Peer Review Steps

**Content**

**Form**

- 1. Read for Content**
- 2. Score for Content**
- 3. Review for Form**
- 4. Score for Form**
- 5. Comment on an area of Strength**
- 6. Comment on an area of Growth**

# Peer Review Steps

## 1. Read for Content

- ~ Intro and Thesis
- ~ Body Paragraphs
- ~ Closing Paragraphs
- ~ Ideas and Argument

## 2. Score for Content

- ~ Count “yes” vs. “no”
- ~ Give a score 1-4

## 3. Review for Form

- ~ Citations
- ~ Sentence Structure
- ~ Transitions
- ~ MLA Format

## 4. Score for Form

- ~ Count “yes” vs. “no”
- ~ Give a score 1-4

# Peer Review Steps (*cont.*)

## 5. Find a strong point

- ~ What stands out?
- ~ What did you gain from reading?

## 6. Find a point to improve

- ~ Be specific
- ~ Be constructive
- ~ Be honest

# #1: “Portable Posters”

**Content**

**Form**

- 1. Read for Content**
- 2. Score for Content**
- 3. Review for Form**
- 4. Score for Form**
- 5. Comment on an area of Strength**
- 6. Comment on an area of Growth**

# #1: “Portable Posters”

Content

4

Form

3

~ **Very strong arguments and reasoning in general**

- 1st BP: Direct evidence from article
- 2nd BP: Relevant personal exp.
- Conc: Strong counterargument

~ **Thesis strong and clear**

*“...is definitely discrimination and should not occur... one cannot sell everything by appearance alone”*

~ **Topic sentences could be more debatable**

- Cohen is an industry analyst... FACT
- Author has seen examples... FACT

~ **Missing citations entirely**

- X [Did the writer cite the quotations..]
- X [Did the writer use parenthetical citations when appropriate?]

~ **Very strong usage of grammar and integration**

*No noticeable errors*

~ **Strong transitions and links back to thesis**

- 2nd BP: Last sentence is a nice close
- First sentence of conclusion is strong!

## #2: “Discrimination vs. Wealth”

**Content**

**Form**

**1. Read for Content**

**3. Review for Form**

**2. Score for Content**

**4. Score for Form**

**5. Comment on an area of Strength**

**6. Comment on an area of Growth**

## #2: “Discrimination vs. Wealth”

### Content

3

- ~ Thesis accurately uses phrases from prompt
  - “brand enhancers”
  - “walking billboards”
- ~ Topic sentences are debatable and connected
  - “...issues both at the governmental and the emotional level.”
- ~ Arguments and reasoning lose focus
  - 1st BP: “suicide” and “sanity” lost are assumptions, not conclusions
  - 2nd BP: Rhetorical questions are weak as analysis

### Form

4

- ~ Includes all citations
  - Integration error in BP #1:  
X Extra period before “(Greenhouse I)”
- ~ Mostly strong usage of grammar
  - Comma Splice error in BP #1:  
X “Perhaps a hardworking, well-kept, person was turned away...”
- ~ Essay overall is well-organized, and ends with strong recommendations
  - 2nd BP: Society may look better, but is becoming unhealthy

# #3: “Beauty = Money”

**Content**

**Form**

- 1. Read for Content**
- 2. Score for Content**
- 3. Review for Form**
- 4. Score for Form**
- 5. Comment on an area of Strength**
- 6. Comment on an area of Growth**

# #3: “Beauty = Money”

## Content

2

- ~ **Author’s stance is simplistic, but consistent**
  - Thesis: “beautiful women sell”; clear and understandable, but not at the end, not very debatable
  - Asserts that men and women are attracted to places that “hire for the look”, and for different reasons
- ~ **Essay lacks sufficient evidence**
  - No direct references to the article
  - Does include personal observation
- ~ **Lacks counterargument**

Never addresses the other side; never really addresses discrimination

## Form

2

- ~ **Mostly strong usage of grammar**

Potential run-on error in BP #1:  
X “Last year alone I must have spent...”
- ~ **Missing citations entirely**

X [Did the writer cite the quotations...]  
X [Did the writer use parenthetical...]
- ~ **Essay overall is well-organized, and does connect back to thesis**

Paragraphs and topic sentences stay on the topic of gender, advertising, and the strengths of hiring for looks

# Peer Review: Content

## 1. Read for Content

- ~ Intro and Thesis
- ~ Body Paragraphs
- ~ Closing Paragraphs
- ~ Ideas and Argument

## 2. Score for Content

- ~ Count “yes” vs. “no”
- ~ **Be specific in your feedback!**

### 1. Content Scale (See Checklist)

3 of 4

2. Why did you score the **CONTENT** of this essay this way? What elements from the checklist are missing? (Be specific, and include all elements that need improvement)

The thesis was unclear to me. I had to read it a few times to sort of understand it, but it was still confusing and unclear. There was also no counterargument, or at least a clear one.

### 1. Content Scale (See Checklist)

1 of 4

2. Why did you score the **CONTENT** of this essay this way? What elements from the checklist are missing? (Be specific, and include all elements that need improvement)

There is no thesis that is debatable.



# Peer Review: Form

## 3. Review for Form

- ~ Citations
- ~ Sentence Structure
- ~ Transitions
- ~ MLA Format

## 4. Score for Form

- ~ Count “yes” vs. “no”
- ~ Be specific in your feedback!

### 3. Form Scale (See Questions)

2 of 4

#### 4. Why did you score the FORM of this essay this way? What elements from the checklist are missing? (Be specific, and include all elements that need improvement)

- The closing paragraph should explain more what the writer talked about in the three paragraphs.
- should satisfy the reader at the end just like he had a good hook
- talk more about why? in every quote
- paragraphs should be longer



### 3. Form Scale (See Questions)

2 of 4

#### 4. Why did you score the FORM of this essay this way? What elements from the checklist are missing? (Be specific, and include all elements that need improvement)

From what I read the form was there but it was not as good as it could have been.



# Peer Review: Feedback

## 5. Find a strong point

- ~ What stands out?
- ~ What did you gain from reading?

**5. What part of this essay was the strongest? How so? What category had the most elements included? (Ex: Thesis? Body Paragraphs? Sentence Structure?)**

I would say her strongest argument is her last body paragraph because she brings in another perspective that is backed up with evidence. Also, she counter argues an idea that goes against her point of view very well.



## 6. Find a point to improve

- ~ Be specific
- ~ Be constructive
- ~ Be honest

**6. If you had to suggest one category for the author of this essay to really improve upon, what would it be? How so? (Ex: Argument? Internal Citations? Transitions?)**

The author should improve on using quotes from text that improve the argument instead of using them to help narrate a story. The opening paragraph can also be improved on by using an interesting starter sentence instead of jumping right into the content and answering the prompt.



# Peer Review: Comments for “4”s

## 1. Content Scale (See Checklist)

4 of 4

2. Why did you score the **CONTENT** of this essay this way? What elements from the checklist are missing? (Be specific, and include all elements that need improvement)

For the content, this student included all the elements correctly and efficiently.

X

4. Why did you score the **FORM** of this essay this way? What elements from the checklist are missing? (Be specific, and include all elements that need improvement)

great form, wrote a nice paper

## 1. Content Scale (See Checklist)

4 of 4

2. Why did you score the **CONTENT** of this essay this way? What elements from the checklist are missing? (Be specific, and include all elements that need improvement)

All arguments were backed by supporting evidence and thesis was strong.

## 1. Content Scale (See Checklist)

4 of 4

2. Why did you score the **CONTENT** of this essay this way? What elements from the checklist are missing? (Be specific, and include all elements that need improvement)

For the content, this student included evidence that directly helped corresponded with their arguments. The topics and ideas that they shared flowed nicely.

# Peer Reviews

*Going for the Look...*

Due Friday by 11:59pm

Use the checklist to answer the questions on the TurnItIn.com assignment

Chapter 6 of:  
*Always Running*

Read for Mon/Tues!

*\*Caution: Drugs and Violence ahead*

## Instructions

### 1. Content Scale (See Checklist)

3 of 4

### 2. Why did you score the CONTENT of this essay this way? What elements from the checklist are missing? (Be specific, and include all elements that need improvement)

The thesis and topic sentences were not debatable. The author did not link back the same points stated in the introduction paragraph

### 3. Form Scale (See Questions)

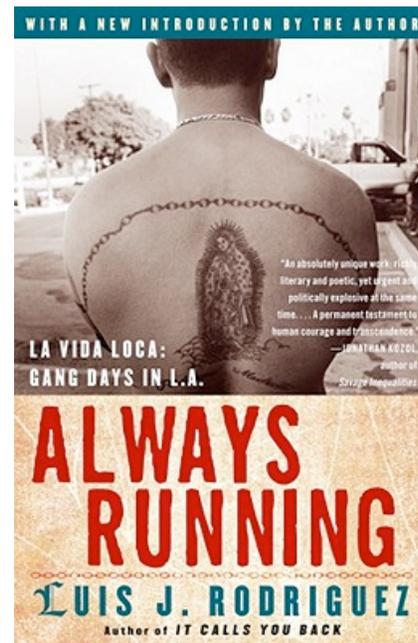
3 of 4

### 4. Why did you score the FORM of this essay this way? What elements from the checklist are missing? (Be specific, and include all elements that need improvement)

The entire works cited was missing and the topic sentences did not connect back to the thesis. One quote was not edited properly which made the flow of the sentence awkward.

### 5. What part of this essay was the strongest? How so? What category had the most elements included? (Ex: Thesis? Body Paragraphs? Sentence Structure?)

The strongest part was the opening paragraph because it connected to something readers can relate to and used the constitution as a strong argument.



**ALSO:**  
**Senior Project**  
**Proposals**  
**Due**  
**This Friday!**  
***See Proposal***  
***section of***  
***Overview for***  
***Questions to***  
***prepare for!***