Principles of Writing

Rhetoric 102

Holguin

Spring 2018

**Peer Review Instructions: Formal Essay One**

The first formal essay requires you to act as a critic to your fellow students’ papers and spend time reviewing and analyzing their arguments, use of the primary and secondary sources, and general problems that might arise from word choices, syntax, and structure. You need to finish all your critiques by next week to return to your fellow students before you turn in your final drafts to me. Use your time in and out of the class wisely.

You are asked to use the electronic versions of these peer reviews. You can then choose to either email the documents to your group OR provide them with hard-copies. You must send me electronic copies of all peer reviews to Blackboard before the final draft is due. This peer review process goes into your first draft grade.

**Editor’s Name: David Yang**

**Student’s Name: Horris Feng**

1. What is the student’s thesis? Highlight it in his or her paper. What fairy tale is used in this argument? Is anything missing from the introduction in terms of context or background? Fix any errors you find in the paper and highlight those issues for the student.

“I will compare and contrast language, visual rhetoric, dialogue, plot and characters in two versions of Cinderella, *Cinderella* and *Donkeyskin*, as well as interact with Zipes’ arguments, revealing two ideologies presented in Cinderella respectively about dreams realization and separation of social classes.” I think this is thesis statement.

1. How does the student’s close-reading of the film and fairy tale versions of *Cinderella* further support or naysay Zipes’ reading of ideological issues with Disney? Does the student effectively close-read the film and the fairy tale or does they need further analysis and/or support? What would you suggest adding? Show the students places in the paper that he or she needs more evidence from the film or text in the paper itself.

I think the writer did a good job on close-reading of the film and fairy tale versions of Cinderella, he gives a detailed description of the different versions. And he doesn’t need more things to add.

1. How does the student summarize Zipes’ argument? Is this an accurate summary of the article? Does a brief summary occur in the introductory paragraphs? If not, this is a structural issue you should point out. Does the student connect the new example of *Cinderella* to the Zipes’ use of *Snow White*? Does that connection work for the coherence of the argument as a whole?

He doesn’t summarize Zipes’ argument, but he says “Consistent to Zipes, I would argue that Disney made the Cinderella more American, showing that Cinderella is dual.” I think he needs some obvious conclusion of Zipes’ argument. The words about Zipes are discrete, if he can make a conclusion of all Zipes’ argument, then it would be better. Yes, it works for the coherence.

1. Does the paper consistently signpost its thesis and transition from one point to the next with helpful cues? Highlight any clunky moments where you think the paper lacks a cohesive thread and indicate paragraphs and page numbers here. For example, if the student only uses “first”/ “second”/ “in conclusion” to show changes from one paragraph to the next, you should explain ideas for smoother transitions. Keep in mind, Zipes could act as a helpful transitional thread.

The writer used “Apart from” or Zipes to thread his essay, they are smooth transitions.

1. Pick two sentences that seem awkward or just don’t make sense to you the way they are currently written. Rewrite them without the problems you see persisting.
2. Sentence One

I can’t give an example, I think the writer can make the sentences easier and shorter. It’s not good for others understanding, and shorter sentences can reflect more logic.

* + Revised Sentence

1. Sentence One

The proper appearance of her fairy godmother not only convinces Cinderella of the power of her faith in dreams but also triggers audience’s utopianism again.

* + Revised Sentence

The proper appearance of her fairy godmother in the movie is to convince Cinderella of the power of her faith in dreams, in the true life is to trigger audience’s utopianism again.

1. Does the paper fulfill all of the requirements for the final draft? What still needs to be added? Make a checklist for the student of things he or she still needs to write.

Yes, I think this is a good essay, I don’t know what he still needs to add.

1. What are the key moments/scenes from *Cinderella* that were used as visual support? What are the key textual support moments from the fairy tale? How does this paper’s interpretation of Disney’s ideologies differ from Zipes’?

This paper’s interpretation of Disney’s ideologies are the same with Zipes, as the writer said “Consistent to Zipes, I would argue that Disney made the Cinderella more American, showing that Cinderella is dual: on the one hand, Cinderella asserts an explicit and ideal ideology that one may realize his/her dreams, climbing to a higher social class, if he/she keeps on believing and working hard actively; on the other hand, Cinderella implies an implicit and realistic ideology that the relatively fixed separation of social classes may limit one’s potential class-climbing success.”

1. Check for any MLA format errors or missing information. Highlight these issues on the student’s paper.

No MLA format errors.

1. What is the paper’s “so what?” factor? Does the conclusion include this larger issue? What does the conclusion need?

I think the writer makes a great conclusion, he not only have a conclusion for Cinderella and Zipes, but also give us an inspiration.

1. What grade does this essay deserve if this was a final draft? What was your favorite part?

A, my favorite parts are those analyzing parts, especially those parts which includes donkeyskin.