Writing as Inquiry

Research-based and Argument-driven Essay

Peer-review Session

Due to Brightspace: May 11th before 04:00 pm Shanghai Time. Plan to return it to your classmate before that time.

**Writer’s name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer’s name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Peer-reviewer:**
2. First, read this form from beginning to end to familiarize yourself with its focus and criteria and apply them as you read.
3. Next, number all the paragraphs of your classmate’s essay in the same order they occupy in the essay. Then, read your classmate’s essay once to understand how it works. After that, reread it and apply the peer-review questions that commence below.
4. You can write brief notes in the margins of the reviewed essay, but you MUST write thorough notes on the peer-review form itself and complete EACH question before you return the form to your partner. **\*** Please, DO NOT comment on grammar.

* Identify and underline the essay’s thesis. You can write “thesis” in the margin next to it.
* As you read, point out any paragraph that seems to stray into several ideas irrelevant to the essay’s thesis. Is there any paragraph that you find unclear or vague? If yes, underline or mark them and leave a note in the margin of the essay itself.

Comments and suggestions:

1. Does the paper’s title grab your attention and offer a hint about the paper’s main claim? Or is it rather bland and generic?

Comments and/or suggestions:

1. Do you get the impression that the essay is clearly structured as follows: an introductory section, body paragraphs, a conclusion, and a works-cited page? And do you find the essay’s structure (in)effective and how so?

Comments and/or suggestions:

1. Focus on the introduction: Does the introductory paragraph/ section fulfill the following? It **should**. . .

* Offer contextual information, if needed, to establish common ground with the readers. (Yes) or (No)
* Use this contextual information to smoothly lead up to the practical problem/ controversy/ or the issue under investigation. (Yes) or (No)
* Draw attention to a matter or issue of importance to many people and engage in a debate or a conversation. (Yes) or (No)
* Ask a substantial and significant research question. The question MUST be directly articulated as a question with a question mark. (Yes) or (No)
* Identify and name its target audience or those who might benefit from this research: OPTIONAL and could totally not do that. (Yes) or (No)
* Articulate a clear, clean, specific, focused, and arguable thesis statement as the direct answer to the paper’s research question. (Yes) or (No)
* More specific about the thesis: Offer a they say/ I say thesis structure.

(Yes) or (No) Comments and/or suggestions:

1. Following the introductory section, does the paper engage, address, and elaborate on the “they say” part in some location in its body paragraphs? Strong papers should do that!

(Yes) or (No)

Comments and/or suggestions:

1. In the “they say” paragraph or section or throughout the essay, does the paper concede (meaning to partially agree) before it counter-argue (meaning to offer a rebuttal) wherever warranted? Are there places where you can think of a need for concession or acknowledgement of a different perspective? Strong papers consider and respond to alternate views.

(Yes) or (No) or (not sure)

Comments and/or suggestions:

1. Choose two random body paragraphs (number them in the paper and mention their numbers here when you take about them) and check if they achieve any of the following: **Does**. . .

* Does each of these two paragraphs offer and advance a single claim in a topic sentence or sentences and is that claim related to the thesis? And is that claim, clear, specific, focused, and arguable?

Comments and suggestions:

* Does each of these two paragraphs make concessions or/and counterclaims—**if needed** and where relevant? Are any concessions or other argumentation strategies needed? If yes, what/where?

Comments and/ or suggestions:

* Does each of these two paragraphs use **enough relevant** evidence and **properly incorporate, analyze, and interpret** that evidence to prove its claim? Does it cite it?

Comments and/or suggestions:

* Does each of these two paragraphs of your choice effectively introduce direct quotations by using phrases like, Thoreau describes how “ ” (185). Or According to Washington, “ ” (193). Or Morrison repeats statements like “*. . .*” (196) to emphasize . . . ? In other words, does it effectively integrate quoted materials?

Comments and suggestions:

* Does each of these two paragraphs refrain from placing a quotation on its own by opening and ending a line with that quotation? It should not place a quotation as a stand-alone quote.

Comments and/or suggestions:

* Does each of these two paragraphs place quotes 40 or more words as block quotes and without quotation marks and cite them? It should be the case.

Comments and suggestions:

1. Consider the conclusion: Does the conclusion do any of the following?
2. In a new way, recapture the main claim or position that the essay has just advanced.

(Yes) or (No)

1. Remind readers of its position and lead up to its recommendations.

(Yes) or (No)

1. Leave the readers with an insight to contemplate or a question to consider.

(Yes) or (No)

1. Invite additional research to further investigate the problem it has just discussed or invite its audience or researchers or policy makers to look into a related concern.

(Yes) or (No)

1. And/or leave readers with a memorable closing.

(Yes) or (No)

Comments and suggestions:

1. Consider the works cited page: Does the essay offer a works cited page that includes all the sources it uses? And are they properly formatted?

(Yes) or (No)

1. Finally: consider the following:

* What are the two things you like the most about this essay?
* What are the main three suggestions that you would like to offer to the writer?

1. After each one of you is done reading and responding to the essay, make sure to complete the following steps.
2. **Peer-reviewers**:

Return the documents (i.e. reviewed essay and completed peer-review form) to the essay’s author and discuss your observations about the essay with him or her. You can do this either in class or after class.

1. **Author of the essay**:
2. You MUST upload the peer-review forms that you received from the peer reviewers to Brightspace before the time stated on page #1.
3. Go over the feedback and make the necessary changes and revisions and

produce your next draft.

\*\*Author of the essay: see the next page and make sure your final draft meets these expectations.

**This section is to be completed by the author of the essay. After you finish revising your essay for global concerns, apply the following to your final draft and double check everything before you submit it for grading:**

1. In the new revised essay draft, make sure that your essay fulfils the following: The essay must . . .

* Use a 4 or 5-line identification information block in the left margin of the 1st page and single-space this identification information.
* Offer student’s last name and page number inside the right margin of the header.
* Be double-spaced, [everything has to be double-spaced, but the identification block must be single spaced],
* Use Times New Roman font and 12 pt for font size,
* Double-space and center its revelatory and interesting title; and capitalize the 1st letter of every major word in its own title.
* Indent the 1st line of each paragraph one half-inch from the left margin.
* Leave 1 space after periods or other punctuation marks.
* Use 1-inch margins on all sides.
* Place each title of book chapters and articles between quotation marks and must not italicize any of them (MLA).
* Italicize titles of books or containers within your text and on the Works Cited page (MLA).
* Italicizes titles of films or documentaries.
* Capitalize the first letter of every major word in essay, article, and book titles. The same applies to your essay title if you are using the MLA style.
* Mention the full name of each cited author only the first time it refers to him/ her, and it must later use just his or her last name.
* Use quotation marks when you copy the exact words of another author and offer in-text citation. Also offer in-text citation when you paraphrase.
* Offer in-text citation when you reference or use information that belongs to another author, especially when you quote and paraphrase.
* Place quotes 40 or more words independently as a block quote and without quotation marks; offer the parenthetical information after the period of this block quote.
* Offer a Works Cited page and list all the referenced works alphabetically based on the first letter in authors’ last names.
* Must Not be wordy. Revise to eliminate wordiness!
* Meet the prescribed word count: 1800-2300 words.
* Be grammatically clean.
* Use academic and formal language.
* Consider its audience and their expectations (academic writing).
* Be well organized.
* **Use a minimum of 7 reliable and relevant sources in total and 3 of these 7 MUST BE ACADEMIC sources**.
* **Investigate a research topic and question that have been approved by the professor or come from the topics list that is included in the assignment sheet or received permission**.
* Meet other expectations as stated in the assignment sheet.