

Innopolis University English Division

F20, EAP I, Lesson 10 A

# Handout 1

1. **Work in a group of three.**
2. **Copy and paste your thesis statements and response paragraphs into the table.**

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| **Student A’s Name** | **Students A’s Thesis** |  |
|  | **Student A’s**  **Response Paragraph One** |  |
|  | **Student A’s Response Paragraph TWO** |  |
| **Student B’s Name** | **Students B’s Thesis** |  |
|  | **Student B’s**  **Response Paragraph One** |  |

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|  | **Student B’s Response**  **Paragraph TWO** |  |
| **Student C’s Name** | **Students C’s Thesis** |  |
|  | **Student C’s Response Paragraph One** |  |
|  | **Student C’s Response**  **Paragraph TWO** |  |

1. **Review two thesis statements and two response paragraphs in the following manner:**

Student A reviews Student B’s Response Paragraph One and Thesis **(session one)** + Student C’s Response paragraph One and Thesis **(session two)**

Student B reviews Student A’s Response Paragraph One and Thesis **(session one)** + Student C’s Response paragraph Two and Thesis **(session two)**

Student C reviews Student A’s Response Paragraph Two and Thesis **(session one)** + Student B’s Response paragraph Two and Thesis **(session two)**

1. **Read** the **thesis statement** and **the response paragraph** and use the following **checklist** to **evaluate** them:

# Thesis and Response Paragraph Checklist

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| **Reviewer’s Name** | **Reviewee’s Name** | | **Which response paragraph has been reviewed:** |
| **Thesis** | | | |
| Criteria | Yes/No | | If no, explain **how the student can improve** the statement. |
| a. Does the thesis contain **two responses?** |  | |  |
| b. Is the thesis phrased **in one or two**  **sentences**? |  | |  |
| c. Does the thesis state ***both* responses *and*** `  the **article point/feature** to be discussed? |  | |  |
| **Response Paragraph Structure, Content, and Cohesion** | | | |
| Element 1 | ***+/-*** | | |
| A **topic sentence/paragraph head** |  | | |
| Quality criteria | Yes/No | Quality  **1-5** | **Explain** your evaluation and **give examples** from the paragraph if necessary. |
| *a. Does it* ***paraphrase Response One*** *from the*  ***thesis****?* | + |  |  |
| *b. Does it outline* ***which ideas/article features***  *the students is* ***responding*** *to?* | + |  |  |
| *c. Does it s****tate the student’s opinions*** *about these* ***ideas/article features?*** | + |  |  |

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| Element 2 | ***+/-*** | | | |
| The e***xplanation*** *of the* ***first idea/article feature*** *the student is*  *responding to and the students’*  ***viewpoint.*** |  | | | |
| Quality criteria | Yes/No | | Quality  **1-5** | **Explain** your evaluation and **give examples** from the paragraph if necessary. |
| *a. Has the students used* ***a transition*** *to*  *introduce this element?* | + | |  |  |
| *b. Does it outline* ***which idea/article feature***  *the students is* ***responding*** *to?* | + | |  |  |
| *c. Does it s****tate the student’s opinions*** *about this* ***idea/article feature?*** | + | |  |  |
| Element 3 | ***+/-*** | | | |
| A*n* ***example/examples*** *from* ***the***  ***student’s own observations*** *or those of* ***other authors.*** |  | | | |
| Quality criteria | Yes/No | Quality  **1-5** | | **Explain** your evaluation and **give examples** from the paragraph if necessary. |
| *a. Has the students used* ***a transition*** *to*  *introduce this element?* | + |  | |  |
| c. Is the example **convincing**? | + |  | |  |
| d. Is the example **detailed enough**? | + |  | |  |

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| e. Is the example described in a **concise**  **manner**? | + |  | |  |
| Element 4 | ***+/-*** | | | |
| The e***xplanation*** *of the* ***second idea/article feature*** *the student is*  *responding to and the students’*  ***viewpoint.*** |  | | | |
| Quality criteria | Yes/No | | Quality  **1-5** | **Explain** your evaluation and **give examples** from the paragraph if necessary. |
| *a. Has the students used* ***a transition*** *to*  *introduce this element?* | - | |  |  |
| *b. Does it outline* ***which idea/article feature***  *the students is* ***responding*** *to?* | + | |  |  |
| *c. Does it s****tate the student’s opinions*** *about this* ***idea/article feature?*** | + | |  |  |
| Element 5 | ***+/-*** | | | |
| A*n* ***example/examples*** *from* ***the***  ***student’s own observations*** *or those of* ***other authors.*** |  | | | |
| Quality criteria | Yes/No | Quality  **1-5** | | **Explain** your evaluation and **give examples** from the paragraph if necessary. |
| *a. Has the students used* ***a transition*** *to*  *introduce this element?* | + |  | |  |
| b. Is the example **convincing**? | + |  | |  |

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| c. Is the example **detailed enough**? | + |  |  |
| d. Is the example described in a **concise**  **manner**? | + |  |  |
| **Response Paragraph Coherence and Cohesion** | | | |
| Quality criteria | Yes/No | Quality  **1-5** | **Explain** your evaluation and **give examples** from the paragraph if necessary. |
| a. Are the ideas presented in the paragraph  **logically** organized? | + |  |  |
| b. Has the writer used a **variety** of  **transitions?** | + |  |  |
| **APA Style In-Text Citations** | | | |
| Quality criteria | Yes/No | Quality  **1-5** | **Explain** your evaluation and **give examples** from the paragraph if necessary. |
| a. Has the students **cited a**  **quotation/quotations** correctly? | + |  |  |
| b. Has the student **used in-text citations for paraphrased information** correctly? | + |  |  |
| **Academic Writing Style** | | | |
| Quality criteria | Yes/No | | **Explain** your evaluation and **give examples** from the paragraph if necessary. |
| a. Has the student **used full verb forms** rather  than *contracted* forms? | + | |  |
| b. Has the student **used gender-neutral**  language? | +- | |  |
| c. Has the student used **one-word verbs**  rather than *phrasal verbs*? | + | |  |
| d. Has the student used **academic vocabulary**  rather than *colloquial words*? | + | |  |

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| e. Has the student **followed all basic**  **academic writing style rules**? |  | |  |
| **Vocabulary and Grammar Range and Accuracy** | | | |
| Quality criteria | Yes/No | Quality  **1-5** | **Explain** your evaluation and **give examples** from the paragraph if necessary. |
| a. Has the student used **a range** of **relevant**  **and precise vocabulary**? | + |  |  |
| b. Has the student used **a range** of complex  **grammar structures**? | + |  |  |
| c. Are the student’s sentences **error free**? | + |  |  |
| **Major Strengths and Weaknesses** | | | |
|  | **Strength/weakness** | | **Explain** your evaluation. |
| a. What are the **major strengths** of the thesis  and the paragraph? |  | |  |
| b. What **should** the writer **improve** in order to make **the thesis and the paragraph** more  effective? | Writer can add some life experience. | |  |