Engl 112 Group Peer Review Guide, WA3: **Print one of these sheets for each paper you review**. Your responses may be typed and printed or hand-written. None of these questions should be answered simply “yes” or “no.” Use the back of this sheet or additional pages if needed. Return this form with your responses to the author. Also, feel free to write comments directly on the author’s paper.

Author’s Name: Bowen

Peer Reviewer’s Name: Bryn

1. Read through the entire draft and describe your initial response to it.

You have an interesting concept. The view and societal role of teenagers now versus the 1950s has definitely shifted. You have several simple grammar errors that I think was just from rushing to pull it together (I did the same) You have pretty clear points that you want to discuss so I think if you just focus those a bit and refine your claims to fit around those points, with the addition of probably some more sources and facts to back it up, you’d be solid.

1. Does the draft have a clear thesis/argument? Express the draft’s argument briefly in your own words. Is this thesis appropriate for this assignment? What suggestions do you have for how the author could strengthen the thesis?

You need a clearer thesis statement. This will come with a better organization of your introductory paragraph(s). You want to preview your main points. (Teenagers are different now because \_\_\_\_\_, \_\_\_\_, and \_\_\_\_\_\_. These changes have influenced the shifts in …etc)

1. Consider all aspects of the paper’s use of sources based on the many ways we’ve discussed and read about using sources in this class. Aspects could include, among others things: MLA formatting, kinds/quality of sources used, clarity and relevance of source use, etc. Explain what the paper does well in regards to sources, as well as how it could be improved.

Page 3, the percentages and description of percentages is a bit confusing. The primary thing you can work on with your sources overall is adding better and clearer transitions to these facts/supporting information. You want to make it flow a little better with your content.

1. Evaluate the way the author’s draft stays focused (or does not) on its thesis throughout the paper. Indicate areas where the draft seems to lose focus and provide advice for how to improve it.

Providing a clearer thesis, first of all, will help this dramatically. Once the reader has a clear view of what will be discussed the paper will seem easier to follow and read. Elaborate on paragraphs later in your paper as well. Those are unfinished but have good starting claims. On the 6th page I see that you have inserted some of your WA2. I also used some content from there but it would be good to refine this better to fit the paper. You don’t really need most of the stuff you put in like about the research question and stuff. This could have been just to add content.

1. In a paragraph, evaluate the use of counterarguments in this paper. (For example: Does it present a range of perspectives? Does it accurately and fairly represent perspectives different from the author’s? Etc.)

Elaborating on claims and paragraphs late in your paper will come with time and more work on the paper. Though they are not super long, I understand what you will be further discussing during those paragraphs once the final is complete. You will want to present more counterarguments before turning in your paper. (some claim that the 2010 teens are more \_\_\_\_... compared to the 1950s teens, this conflicts….etc)

1. Explain two things the author’s draft does well, and provide two other suggestions for what you think the author could work on while revising the draft into a stronger paper.

You obviously care about and are passionate about the subject which is great. There are many different directions you can go with this paper so don’t get discouraged and feel limited as you start adding more content. There is a world of differences between teens of this time period and teens of the 1950s so it’s just important to keep doing research.