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.**

|  |  |  |
| --- | --- | --- |
| **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** |  |
|  | **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** |  |

**3. 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)**

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

**Thesis and Response Paragraph Checklist**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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? | | - | | | Nothing 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****?* | | + | | 5 |  |
| *b. Does it outline* ***which******ideas/article features*** *the students is* ***responding*** *to?* | | + | | 5 |  |
| *c. Does it s****tate the student’s opinions*** *about these* ***ideas/article features?*** | | + | | 5 |  |
| 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?* | | + | | 5 |  |
| *b. Does it outline* ***which******idea/article feature*** *the students is* ***responding*** *to?* | | + | | 5 |  |
| *c. Does it s****tate the student’s opinions*** *about this* ***idea/article feature?*** | | + | | 5 |  |
| 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**? | | + | 5 | |  |
| d. Is the example **detailed enough**? | | + | 5 | |  |
| 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?* | | + | | 5 |  |
| *b. Does it outline* ***which******idea/article feature*** *the students is* ***responding*** *to?* | | + | | 5 |  |
| *c. Does it s****tate the student’s opinions*** *about this* ***idea/article feature?*** | | + | | 5 |  |
| 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**? | | + | 5 | |  |
| c. Is the example **detailed enough**? | | + | 5 | |  |
| d. Is the example described in a **concise manner**? | | + | 5 | |  |
| **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? | | + | 5 | |  |
| b. Has the writer used a **variety** of **transitions?** | | + | 4 | | Not so various |
| **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? | | + | 5 | |  |
| b. Has the student **used in-text citations for paraphrased information** correctly? | | + | 5 | |  |
| **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*? | | + | | |  |
| 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**? | | + | 5 | |  |
| b. Has the student used **a range** of complex **grammar structures**? | | + | 5 | |  |
| c. Are the student’s sentences **error free**? | | + | 5 | |  |
| **Major Strengths and Weaknesses** | | | | | |
|  | | **Strength/weakness** | | | **Explain** your evaluation. |
| a. What are the **major strengths** of the thesis and the paragraph? | | Only one weakness: few transitions | | | I guess you should use transitions to introduce examples. |
| b. What **should** the writer **improve** in order to make **the thesis and the paragraph** more effective? | | Add more various transitions | | | - |