

Writing as Inquiry I
Short Research-based Paper: Peer-review Session

Writer's name:

Ding Wang

Reviewer's name:

Yuxuan Li (Alexis)

Introduction to and rationale behind the peer-review workshop:

In Writing as Inquiry I, we consider reading and writing as processes that involve a target audience. Our job, as writers, is to make our writing as clear, coherent, well-organized, and readable as possible. As readers, we actively engage with texts to comprehend their arguments, identify their structure, and assess how effective they are at communicating their core points. In that sense, reading and writing are interactive and collaborative processes. Having a reader is very essential for any writer, especially experienced writers who always participate in peer-review workshops. This regular practice allows them to assess how an audience might react to their text in terms of clarity of claims, strength of evidence, paragraph development, flow, organization, and overall essay structure.

Today, you will actively participate in a peer-review session. More specifically, you will first exchange your argumentative synthesis essay draft with a classmate. Each of you, now acting as a reader, will offer your peer written constructive feedback on (1) what the essay does well and (2) on where it could use more attention from the writer to improve argumentation, organization, flow between and within paragraphs, paragraph/ essay structure, and overall readability, and (3) conclude by reminding your partner of one last thing you like about his or her essay.

Structure and Time: The peer-review workshop requires that you offer (a) written constructive feedback: you can leave brief comments in the margins of the essay, but when it comes to the questions inside the peer-review form, you **MUST** leave thorough and clear comments on the form itself. You will utilize most of class time to complete this task. I estimate that this part will take about 40 to 50 minutes to complete. Please, do not rush it.

(B) Near the end of today's class, each one of you will have 5 minutes to orally summarize and explain the written feedback to your partner. I will alert you when time is due. In terms of your oral response, start with what works well, then what more could be done, and close with another positive observation. After you finish your oral response, return the completed peer-review form to its author. Please, remember, that you, as the author of your essay, have the full right to consider and incorporate some of the feedback when it makes sense to you, but you do not have to use all comments when you revise the draft.

*Feel free to ask my help or request further clarification at any stage. The peer-review questions start on page #2.

A- Peer-reviewer: Read your classmate's essay once to understand how it works. Next, reread it and apply the peer-review questions that commence below. 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.

- Point out any paragraph that seems to stray into several ideas irrelevant to the essay's thesis. *Paragraphs are related to the thesis.*
- Is there any sentence or paragraph that you find unclear or vague? Underline or mark them and leave a note in the margin of the essay and here too.
I marked the sentence with (?) mark.

Comments and suggestions: *Though all paragraphs are related, maybe Ding can rephrase the sentence or reorganize them to provide a clear structure.*

- 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: *topic: big data ✓
with hint of claim: opportunity ✓
= let's "seem a little bit informal."*

- 2- 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? *Not really*

Comments and/or suggestions: *① combine intros together
② body ✓
③ add "in conclusion" / "To sum up" before conclusion
④ works cited ✓.*

- 3- Does the introductory paragraph/ section fulfill the following? It **should**...

- ✓ Offer contextual information 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)
- ✓ Offer a statement of purpose. (Yes) or (No)
- ✓ Identify and name its target audience. (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)

✓ Offer a they say/ I say thesis structure.

Comments and/or suggestions: ① Ding did a good job in informing what Dig data is. (Yes) or (No)

However, consider his targeted audience are people with certain knowledge of BD. I don't think such detailed explanation is necessary.

② Ding did use "they say, I say", but his thesis is separated and not clear and concise enough. It cannot serve as the map of the essay.

4- Following the introductory section, does the paper engage and address the "they say" part?

Comments and/or suggestions: maybe don't mention all the ^{(Yes) or (No)} rather of one essay.

5- In the "they say" paragraph or section, does the paper concede (meaning to partially agree) before it counter-argue (meaning to offer a rebuttal) wherever warranted?

(Yes) or (No)

Comments and/or suggestions:

6- Consider each body paragraph: Does...

- Each paragraph 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? Each paragraph make concessions or/and counterclaims where relevant?

Comments and/or suggestions: Topic sentence ✓
related to thesis (X).

✗ Each paragraph use enough relevant evidence and properly incorporate that evidence?

Comments and/or suggestions: No. I think this is the most important part Ding needs to improve. In paragraph 45 there is ~~the~~ little evidence to support Ding's claim.

✗ Each paragraph effectively introduce direct quotations by using phrases like, Chan describes how " " (185). Or According to Krinsky, " " (193). Or Selgelid repeats statements like "... " (196) to emphasize ... ?

- ✓ Each paragraph refrain from placing a quotation on its own by opening and ending a line with that quotation?

Comments and/or suggestions:

Does ...

- ✓ Each paragraph place quotes 40 or more words as block quotes and without quotation marks? *No quote is beyond 40 wds.*
- ~~✗~~ Each paragraph place regular quoted information between quotation marks and in-text citation comes immediately after the quotation marks?
- ✓ Each paragraph cite the source especially when it paraphrases, quotes, or borrows ideas?
- ~~✗~~ Each paragraph discuss, and state the significance of, the evidence in terms of its relation to the main claim of the paragraph?
- ~~✗~~ Each paragraph smoothly transition to the next paragraph?

① in-text citation & direct quote

Comments and suggestions:

② more analyse on the same

③ add transition between paragraphs.

7- Consider the conclusion: Does the conclusion do any of the following?

- a- In a new way, recapture the main claim or position that the essay has just advanced. (Yes) or (No)
- b- Remind readers of its position and lead up to its recommendations. (Yes) or (No)
- c- Leave the readers with an insight to contemplate or a question to consider. (Yes) or (No)
- d- 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)
- e- And/or leave readers with a memorable closing. (Yes) or (No)

8- Does the essay offer a works cited page that include all the sources it uses?

(Yes) or (No)

9- Consider the following:

- What are the two things you like the most about this essay?

① detailed explanation
② rich knowledge background.

- What are the main three suggestions that you would like to offer to the writer?

① more evidence to support the claim
② adjust the structure of intro and body paragraph
③ be more concise. eliminate unnecessary.

10- After each one of you is done reading and responding to the essay, make sure to complete the following steps. Some of them will be done during class time, others will be completed afterwards:

- a- **Peer-reviewers:** discuss your observations about the essay with its author. First start with (1) what you think the essay is doing well and (2) what could be done to improve certain components. Please, be considerate and sensitive: focus your attention on the essay and make your comments about it and not about its author. Use expressions like, "This paragraph could use more attention in . . .," "The essay offers . . .," and **avoid** saying "You fail . . .," or "You forgot . . .," or "You do not have a thesis" In short, make your comments about the essay BUT NOT about its author. (3) Remind its author of what the essay does well before you return the essay.
- b- **Authors:** after class, you **MUST** upload the peer-review form that you received from the peer reviewer to NYU Classes today before 10:00 pm. Also, make sure to include this form and all essay drafts and pre-drafting work in your portfolio folder.
- c- Go over the feedback and make the necessary revisions.

B- Author of the paper: make sure that your essay fulfils the following:

The essay . . .

- Uses a 4 or 5-line identification information block in the left margin of the 1st page,
- Offers student's last name and page number inside the right margin of the header,
- Is double-spaced, [everything has to be double-spaced, but the identification block can be single spaced],
- Uses Times New Roman font and 12 pt for font size,
- Does double-space and center its title,
- Indents the 1st line of each paragraph one half-inch from the left margin,
- Leaves 1 space after periods or other punctuation marks
- Uses 1 inch margins on all sides,
- Places each title of the source readings between quotation marks and does not italicize any of them,
- Italicizes titles of books or containers on the Works Cited page,
- Capitalizes the first letter of every major word in essay, article, and book titles,
- Mentions the full name of each source reading's author only the first time it refers to him/ her, and it later uses just his or her last name,
- Uses quotation marks when it copies the exact words of another author,
- Offers in-text citation when it references or uses information that belongs to another author, especially when it quotes and paraphrases,
- Places quotes 40 or more words independently as a block quote and without quotation marks; offers the parenthetical information after the period of this block quote,
- Offers a Works Cited page and lists all the referenced works alphabetically.
- Is not wordy.
- Meets the prescribed word count.
- Is grammatically clean.
- Uses academic language.
- Considers its audience.
- Is well organized.
- Uses a minimum of 6 reliable and relevant sources and 3 of the 6 are peer-reviewed.
- Investigates a research topic and question that have been approved by the professor.
- Meets the assignment expectations.