**In-Class Exercise #6: Prompt and Activity**

**English 1130.010 and 1130.12 – Academic Writing**

**Tues. and Thurs. / Douglas College / David N. Wright**

**Due: September 22nd Class**

**Task:** Peer review and assess the draft essay of a classmate.

Requirement: You must staple a copy of the peer review conducted on your essay draft **to the back** of Essay #1.

**Process:** Exchange drafts with a colleague. Complete the questions—and tasks—outlined on the review sheet. Circle spelling and grammar mistakes on the essay draft. Please make every effort to conduct this review to the best of your ability. You are not trying to be overly nice or brutal, you are trying to help your colleague understand how their essay draft comes across to an audience (you). Please offer whatever advice you think appropriate, even if you think it is simplistic, or wrong. The individual being reviewed does not need to accept your advice, but they do need to see it.

**Remember to read the entire draft at least once, maybe twice before you start filling out the review sheet.**

**Notes:** We are conducting peer review so that you have a sense of where your essay might need improvement or where it is working well. The idea is to take the comments offered in the review and see how you might integrate—or not—them into your essay in order to make it better. You might also learn something about your own writing by conducting peer review on another’s essay—be alert to areas where you see potential improvement in your own work while you are reviewing. Review is a back-and-forth exercise—we learn about our own writing by reviewing and assessing others.

**In-Class Peer Review and Revision**

**English 1130.010 and 1130.12 – Academic Writing**

**Tues. and Thurs. / Douglas College / David N. Wright**

**Due: September 22nd Class**

**Reviewer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Reviewed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Task:** Respond to the prompts below to the best, and fullest, of your ability. Do not leave anything blank—there is always something to offer, positive or negative.

1. Judging from the title, first sentence, and without taking into account your knowledge of the question, would you be interested in reading this essay? (Circle one.) (No title? Why would you read it then? Circle “No.”)
   1. Yes
   2. No

1. Below, using no more than 7 words, write a sentence that summarizes what you think essay is about.

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1. Rewrite the thesis sentence using the same number of—or fewer—words found in the original. You can re-use articles (“the”; “a”) but not the big words. Be bold! Big changes are great!!
2. Write a heading title **for each** of the paragraphs. You should come up with a title for each paragraph that suggests what topics the paragraph will cover.
3. How does the draft look? Does it seem to meet some of the formal requirements as set out in the course outline? Is it properly spaced, punctuated, sized, and presented? Does it have the required information on it: author name, instructor name, date? (If the editor doesn’t know what the formal requirements are, they should find out what they are and assess accordingly.)
   1. Give three examples where formal requirements look good; or give three examples where they should be, but are not:
4. Rewrite a body paragraph—not the introduction or the conclusion—using the same number of—or fewer—words found in the original—feel free to break up the original (hint, hint). You can re-use articles (“the”; “a”) but not the big words. Reviewers should ask: is the body paragraph a giant, single paragraph or is it indicative of paragraphs in the essay that are divided into logical sections that help guide the reader through the context of the issue at hand? Do the body paragraphs discuss the inquiry process the author followed and build the argument or are they scattered and unconnected, relying on connective words (“moreover, thus, therefore”) instead of development? Re-write accordingly.
5. Summarize the conclusion using no more than 7 words:

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1. Did you enjoy reading the draft essay? Did it “flow” from one idea to the next? Or, was the draft essay hard to follow, with a number of mistakes, and difficult to understand? (**Circle one—AND BE HONEST!!!**)
   1. A joy to read. I would read this if I saw it linked on Facebook
   2. I liked the draft, but I wouldn’t read this if I wasn’t forced
   3. I didn’t understand a lot of what you were trying to talk about
2. Based entirely upon your experience reading and looking at the draft, what grade would you give the draft? (Circle One.)

A A- B+ B B- C+ C C- P F

1. What was the best part of the draft?