**In-Class Exercise: Editing Sheet**

**English 1130.004 and 1130.008 – Academic Writing**

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

**Due: Feb. 28th Class**

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

**Requirement:** Bring the peer review sheet to class with you on March 2, 2017.

**Process:** Exchange outlines with a colleague. Complete the questions—and tasks—outlined on the review sheet. Circle spelling and grammar mistakes on the outline. 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 outline 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 outline 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 outline and, by extension, 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 outline—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. Remember: writing well means reflective practice.

**In-Class Peer Review and Revision**

**English 1130.004 and 1130.008 – Academic Writing**

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**Due: Feb. 28th 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, main topic, 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 the outline argues.

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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. Using the tree diagram below, identify the key terms in the outline and their modifiers:

(Main topic below, 🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

with modifiers after

the arrows) 🡪\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. How does the outline look? Does it seem to meet some of the formal requirements as set out in the guidelines for academic outlines? Is it properly spaced, punctuated, indented, and presented? Does it have the required information on it: title, main topic, details, sub-topics, and quotations?
2. Judging from how the quotations appear in the outline, do you see how the quotations (circle only one):
   1. Enhance the claim the author (of the outline) seems to be making in the outline (Y / N / Maybe).
   2. Provide key terms for the outline and / or further discussion in an essay version (Y / N / Maybe).
   3. Help the author sound authoritative and knowledgeable enough to be making a claim about the subject / topic (Y / N / Maybe).
   4. Contain spelling errors or incorrect transcription (Y / N / Maybe).
   5. Are cited correctly using the correct style (Y / N / Maybe).
   6. What!?!?! No quotes!?!?!?!?!?
3. Summarize the conclusion using no more than 7 words:

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1. As specifically as you possibly can, identify the audience for this outline (and essay)
2. Do the main topic(s), sub-topic(s), and details appear directed to the common knowledge of the audience you identified above? (Y / N / Maybe).
3. Did you enjoy reading the outline? Did it “flow” from one idea to the next? Or, was the outline hard to follow, with a number of mistakes, and difficult to understand? (**Circle one—AND BE HONEST!!!**)
   1. I can totally see how this would come together as a full essay
   2. I liked the ideas in the outline, but I have no idea how you will pull this together
   3. I have no idea how you are going to pass the in-class essay, but good luck!!
4. Based entirely upon your experience reading and looking at the outline, what grade would you give the outline? (Circle One.)

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

1. What was the best part of the outline?