

Student author's name: \_\_\_\_\_ Student editor's name: \_\_\_\_\_

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## **Draft Workshop: *Essay One: Encomium / Vituperation / Apologia***

### ***Goals***

- Your goal is to review at least 2 different essays by other students and to have your own essay reviewed by at least 2 different students.
- If you are finished with 2 before class is over, you will review more than 2 essays.

### ***Instructions***

1. Read the original assignment sheet to re-familiarize yourself with the essay requirements.
  2. Read over this worksheet from start to finish to understand where to focus your attention.
  3. Read each essay all the way through, correcting any obvious errors: spelling, punctuation, grammar.
  4. Read each essay a second time, attending to the issues outlined by this worksheet, writing on the pages of the essay, and filling out this worksheet.
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### ***MLA Format***

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|---|--|
| <input type="checkbox"/> Upper left-hand corner of first page ( <i>only!</i> ), student name, my name, name of the course, date of the draft. | <input type="checkbox"/> 1-inch margins                    |
| <input type="checkbox"/> Header of each page, in the upper righthand corner, include student's last name and the page number.                 | <input type="checkbox"/> The font Times New Roman          |
| <input type="checkbox"/> Works Cited on the last page, correctly formatted.   | <input type="checkbox"/> 12-point type                     |
|   | <input type="checkbox"/> Double spaced text                |
|   | <input type="checkbox"/> No extra space between paragraphs |

*Comments about MLA Format:*

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### ***Incorporating sources***

- ☐ Correctly formatted Works Cite page
- ☐ Parenthetical citations formatted correctly
- ☐ Direct quotations formatted correctly
- ☐ Effective use of signal phrases (e.g. identifying information about the source, varying signal verb)

*Comments about incorporating sources:*

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## ***They Say / I Say***

### ***Chapter 1: Starting With What Others Are Saying***

- ☐ Starts with what others are saying
- ☐ Shows what's at stake, gives audience a reason to care
- ☐ Provides a sense of what the larger conversation is

Comments:

### ***Chapter 2: The Art of Summarizing***

- ☐ Accurately and efficiently represents the views of others
- ☐ Doesn't lose focus: main point contained in thesis is always clear
- ☐ Appropriately and effectively use of various signal verbs that "fit the action"

Comments:

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## ***Epideictic rhetoric: the rhetoric of praise or blame***

- ☐ Clear thesis statement at beginning signals the focus of the essay: encomium, vituperation, apologia
- ☐ Introductory paragraph catches the reader's interest, gives a sense of the content of the essay
- ☐ Uses *specific* details as evidence to illustrate what is good or bad about the subject
- ☐ If an encomium or vituperation, essay attempts to show the subject is *truly exceptional*
- ☐ Provides appropriate concession to those who might disagree
- ☐ If an apologia, identifies and then refutes or explains away the negatives

Comments: