

ENG 101 – Composition I

Dragan

Peer Editing Worksheet – Essay #1

Welcome to our first session of peer editing! This cover sheet is designed to help you improve each other's writing. A REVISED DRAFT OF ESSAY #1 IS DUE ON **THU. OCT. 20th, 2022 (11:59 PM)** ON OUR SUBMIT PAGE: submit101.lagcconline.com

IMPORTANT: ALL WRITERS SHOULD TURN IN THIS COMPLETED (PRINTED) SHEET ON **THU. OCT. 20th, 2022** FOR CREDIT.

Writer's Name: _____

Editor 1: _____

Editor 2: _____

*Before you begin editing, look over the points below to help you focus for efforts while peer editing.

Editing Checklist

I. ESSAY STRUCTURE (Revision Suggestions)

Remember, **revision means moving ideas around, working on the 'form' of your essay, cutting and pasting sentences, adding and removing sentences, etc.

There are 3 sets of questions to answer for this essay. The first step, which is the most important for this essay, asks you to 'read' your chosen personal essay. The second set of questions ask you to write from your own experience on a something that resembles the source essay in some way. Lastly, the third step has you think about what you wrote in the first two steps.

Although you probably have written Steps 1 to 3 in order, the material in Step 3 will provide the introduction and conclusion. In order to practice for the Midterm and Final Exit Exam (which will have you write about two works), we will ask you to use a basic five-paragraph essay for this assignment. Doing this may require some cutting and pasting, plus embellishing the introduction and conclusion once you have decided what your 'take' on this material is.

You may find that the intro. and conclusion are missing. So you might want to suggest changes for the author.

● CHECKLIST (for the first reader)

- ☐ Skim the essay (read quickly) to get its overall 'shape.' Look at the first page.
- ☐ Does the essay have the following parts?
 - ☐ An introductory paragraph that sets out the discussion of the personal essay (source text) under discussion and the author's response to it.
 - ☐ A thesis. Is there a sentence that you could point to that argues something about the personal essay / the author's own story. Circle or underline the thesis statement (which is hopefully on the first page or so). If there is no thesis statement, let the author know. You might ask the author to tell you what the main idea is. This can often lead to a better thesis statement.

EVIDENCE / BODY PARAGRAPHS

- ☐ At least two longer paragraphs of evidence that discuss the source essay and then the author's own story.
 - ☐ Skim the first evidence paragraph 2 or 3 quotes and citations.
 - ☐ 'Quote Sandwiches':
 - ☐ Does the author use 'signal phrases' to introduce each quote? (TOP SLICE)
 - ☐ Are quotes used for short quotes / is the 'block quote' style used for longer quotes? Are the quotes cited correctly using the author's last name and page number? For example, (Tan 1). (FILLING)
 - ☐ Does the author explain or interpret each quote? (BOTTOM SLICE)
If not, mark this section as a 'lonely quote.'

Make some notes to help out the writer improve his or her 'evidence paragraphs':

- ☐ A conclusion. Is there a paragraph that ‘ties up’ the discussion? Is it more than a sentence or two?

Transitions

- ☐ Does the author use a few transition words to mark the change between paragraphs? For instance,

“First of all,” “Secondly,” “Next,” “Moreover,” “Furthermore,” “Further,” “In conclusion,” “Overall”

If not, mark the places where **transitions** could be used. Remember, you don’t have to be ‘formulaic’ when using transitions. Good writers use them all time.

II. EDITING

****Remember that editing means looking at grammar, ‘surface correctness’ and even improving style.**

(For the second reader)

- ☐ Read the essay carefully, one sentence at a time. Underline any words or phrases that do not sound right. Put checkmarks next to sentences or word choices that sound interesting or original or specific. Take your time with this. If everyone does a careful ‘edit’ for each other’s papers, everyone will benefit with better grammar and style.

DON’T CORRECT—CLEARLY UNDERLINE WHAT’S LOOKS CONFUSING OR UNCLEAR.

- ☐ Does each sentence have a subject and a verb? Do they agree?
- ☐ Are there any run-on’s (RO) or comma splices (CS)? Don’t correct these problems. Point them out with underlining and a symbol (RO / CS).
- ☐ Are there any words that don’t sound right? Underline these. Any strong or original word choices? Mark these with checkmarks (or stars, etc.)

****Please try to give real feedback on each paper. If we all do this, everyone’s writing will improve. Try to be specific.**

III. COMMENTS

(For both readers)

- ❑ ❑ Among the two readers, try to come up with one good thing about the essay draft and one suggestion for improvement. Use the blank lines below to record your comments.

[illegible]

IV. SHARING

*In the last 5 to 7 minutes of the peer editing session, share your comments with the writer. (Look over this handout together.) Make sure you are clear on what's good and what needs some work for the revised version.

(~35 - 40 minutes)