English 1A Spring 2017 **Peer Review Worksheet: Reflection Essay**

Writer:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Reviewer:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

for the writer:
1. What is your **thesis—**your overall statement about how (and how much) you “have gained insight into what makes writing effective” and identifying what strategies you have developed for “producing effective written and multimodal texts.” Where is it? (Put an asterisk by it on the draft.)

2. What in particular do you want your reviewer to check?
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For the reviewer: Write answers on the back of this sheet if necessary.

1. Give the paper a once-over: is it **correct MLA format**? \_\_\_\_\_\_\_ Is it complete (500 words or so—no more than 2 pages, double-spaced)?

2. Is there a clear and reasonable **thesis** in the opening paragraph? Does the opening provide an adequate and focused overview without becoming excessively elaborate? \_\_\_\_\_ If not, how could the opening be improved?

3. Comment on the section about **Learning goal #2** (“**perform the essential steps in the writing process** (prewriting, organizing, composing, revising, and editing) and **demonstrate an awareness of said performance**.)**:** is it focused, thorough enough, and supported with at least one specific example from work written for this class?

4. Comment on the section about **Learning goal #3** (**articulate an awareness of** and write according to the **rhetorical features of texts**, such as **purpose, audience, context, and rhetorical appeals**—ethos, logos, & pathos)**:** is it focused, thorough enough, and supported with at least one specific example?

5. Consider the writer’s **ethos**, both in terms of **what is said** and **how it is phrased**: is the focus on what the student has done and gained, and does the discussion sound mature, responsible, and polite? Note: If the writer gets into criticizing the course design and/or the book and/or the professor, instead of focusing on his or her own actions and the writing produced—WARN the writer that this is not appropriate. There are other places to complain about that (e.g. the SOTES).

6**.**  Comment on the **organization and coherence** of each paragraph. Are the **topic sentences** for each paragraph that signal to the reader what this paragraph will be about (e.g. which learning goal will be discussed? \_\_\_\_Within the paragraphs, do the sentences flow smoothly into each other? \_\_\_\_ Mark on the draft any problems with organization and coherence.

7. What do you think is the strongest element of the paper?