

Peer Review for Interview – Using Primary Sources Essay

3/6/17

If peer review comments are deemed by the instructor to be UNHELPFUL or INADEQUATE, the student who gave the peer review will receive -10 on his or her own essay final grade.

Writers: Underline your thesis statement before the peer review begins. Leave the thesis underlined for the instructor to identify as well through the final draft.

This is your only peer review for this paper. The paper is due FRIDAY 3/10/17 to Turnitin.com by 11:59 p.m. Do not make any edits after this time. Grading occurs in Bearworks.

Use the COMMENTING feature and evaluate Essay #2 for these criteria:

1. The sources should be introduced with their **correct title** the FIRST time the source's name appears in the paper. Give comments on the source's title if the author has a title or not. (See the white handout – advice and models for individual essay #2) Make sure the author **DOES NOT** use Miss, Mrs., Ms., Mr. - look for instances where there may be these titles and suggest fixes.
2. Look at the quotes the author is using. Are there places where the writers uses a direct quote that instead should be **paraphrased** (same number of words, but different words) or **summarized** (shortened version of the original using different words) instead of using the whole quote? **There should be a balance of DIRECT QUOTES, summaries and paraphrased quotes.** Look for direct quotes that are too long and could be summarized or paraphrased instead. The author still must give credit to the source using the source's name even when using summaries or paraphrases. Look for places where the source's name should be used.
3. The thesis statement **should not** have the “I” or “me” or “my” pronouns in it. Evaluate the author's thesis. It should be underlined. There should be a claim that does NOT have a WHY answer in it. Why answers mean the thesis has multiple prongs – reasons. Student writers are avoiding multi-pronged thesis statements in this class.

POOR Thesis: College professors enjoy teaching online classes because they don't have to drive in to work every day, and they get to use multiple modes for instruction instead of just lecturing.

BETTER THESIS – Interpretive Claim - College professors enjoy teaching classes on-line despite having to communicate with students only through email.

KEEP THE THESIS CLAIM SIMPLE !

4. Evaluate the **introduction**. The author can use THIRD or FIRST person in the introduction. Is the introduction engaging and interesting? Comment on the introduction to encourage the author to make the intro more engaging or interesting if it is too overly general. Yes, authors can use “I” in the introduction, but then “I” (first person) should drop away.
5. Search for uses of the dreaded **second person** - YOU and YOUR - by the author and suggest where and how the author can fix those second person uses by using specific nouns/adjectives instead. No second person should be used by writers in this paper **UNLESS** the source uses you or your in their quote, then it's fine.
6. Give suggestions for the title. Titles should be more than just one word. Give some suggestions for the title.
7. If there is anything you authors want the reviewer to go over for you, please talk to the reviewer.

**Peer Review Groups for period 2 – Peer Review for Essay #2 – Interviewing
Primary Sources to explore curiosity 3-6-17**

Ben B.	Greyson P.
Alicia B.	Sam S.
Lauren DeC.	Sarah R.
Ashley F.	Teddy G.
Dominic R.	Hongyi W.
Brianna McC.	Libby S.
Erin P.	Gianna G.
Emory L.	Zach K.
Anna W.	Katie C.
Lindsay R. ----> Meagan S. ----> Amber D. ----> Lindsay R.	

Absent – Amber L.

**Peer Review Groups for period 3 – Peer Review for Essay #2 – Interviewing
Primary Sources to explore curiosity 3-6-17**

Jordan W.	Cecilily K.
Scott S.	Abby D.
Kaila M.	Alyssa H.
Abigaile M.	James H.
Daniel F.	Zach W.
Jon L.	Trevor M.
Maddie L.	Faith S.
Megan B.	Maddie O.
Laine G.	Jasmine H.
Daniel F. → Camille W. → Kim B. → Daniel F.	

Absent – Shelly D.

**Peer Review Groups for period 5 – Peer Review for Essay #2 – Interviewing
Primary Sources to explore curiosity 3-6-17**

Makayla Z.	Hannah C.
Max A.	Lauren P.
Daelyn B.	Hunter C.
Gurmann B.	Stone K.
Michael R.	Samantha H.
Tyler F.	Sammi S.
Jaylon G.	Kyle E.
Abby H. ---> Liz D. ----> John P. ----> Abby H.	

**Peer Review Groups for period 6 – Peer Review for Essay #2 – Interviewing
Primary Sources to explore curiosity 3-6-17**

Kaylyn D.	Jacob W.
Katelynn O.	Maria K.
Natalia U.	Ian G.
Izzy R.	Grace Dafler
Cade M.	Grace Deerwester
Kregg J.	Logan H.

**Peer Review Groups for period 7 – Peer Review for Essay #2 – Interviewing
Primary Sources to explore curiosity 3-6-17**

Riley B.	Tatiana A.
Kritika B.	Jenna C.
Michael V.	Kayla C.
Tori S.	Victoria P.
Brian R.	Anita N.
Dillon D.	Michael S.
Kyle N.	Alex C.
Emma D.	Nathan G.
Blaze D.	Jake M.
Elena G.	Adam C.
Molly McN.	Chase A.
Alexandra S.	Katelyn D.