

### Instructions for peer review:

1. Everyone in the group will get a different sheet of questions to answer. You only have to answer the questions on *\*your\** sheet. Put your name at the top. If you are person #1, put your name on your copy of the other person's draft.
2. Writers will go in alphabetical order by first name.
3. The first writer will give a copy of her rough draft to everybody in the group.
4. **ANOTHER PERSON IN THE GROUP** will read that person's rough draft out loud. Everybody else will listen, follow along, and answer the questions on their sheet as thoroughly as they can.
5. The writer will follow along as her own essay is being read aloud, and make corrections on her own draft if needed.
6. After the reader is done reading the essay out loud, the group will take about 10 or 15 minutes to answer the questions on the peer feedback sheets.
7. The group members can discuss with the writer how they answered the questions.
8. Group members will give their feedback sheets to the writer.
9. Repeat the process until every writer has had a chance to go.
10. **WHEN YOUR GROUP IS FINISHED:** If there is time remaining, separate from your group. Read your peer feedback sheets. Take a piece of paper out of your notebook. Write down three things you plan to do at home when you are revising your essay. Show it to me before you go.

### THINGS TO CONSIDER:

- **WRITERS:** Read your feedback sheets after you get them back. Use them when you revise your rough drafts. If one or more of the readers answers a question with "I don't know," or something like that, that means you need to answer that question more carefully when you revise your essay.
- **WRITERS: KEEP YOUR FEEDBACK SHEETS WITH YOU.** You will turn them in next class, when you turn in the final draft of your essay.
- If you are not person #1, it doesn't matter what you do with your copy of the other person's draft. You can keep it, toss it, or recycle it.

Writer's Name: \_\_\_\_\_

Your Name: \_\_\_\_\_

Readers, make sure you give this sheet to the writer after you are done.

Use the back if you need more space.

You may also make comments on the writer's drafts, with his/her permission.

*\*If you would prefer to type your responses, you can go to Blackboard and look under "content" for this handout. Download it to your computer, and email it to both me and the person it's for when you're done.*

---

1. Briefly re-tell the writer's experience in your own words.

2. What did the writer learn from his/her experience? If this is unclear, tell the writer what *you* took away from his/her experience. What do you think the point of the story is?

3. Copy the first sentence of the writer's draft here.

Now, re-read that sentence. As a reader, what would you expect to come after that sentence? Does it let you know what direction the story's going to go?

4. What part(s) don't you understand, or what would you like to hear more about?

# 1

Read the person's essay backwards, starting with the last sentence and working your way back to the first.

1. ~~Look for sentence fragments. If you think you see one, write "fragment" next to it.~~
2. Look for run-on sentences. If you think you see one, write "run-on" next to it.
3. Look for comma splices. If you think you see one, write "comma splice" next to it.
4. Are there any sentences that are just downright confusing? Highlight them.
5. Look for places where the writer has shifted into using present-tense verbs. A lot of us do that without realizing it. (For instance, if they say "I see" or "She says" instead of "I saw" or "She said.") Circle any verbs that are in the present tense.
6. Write your name on top of the person's essay. Give it back to the person.

# 2

**Answer these questions in complete sentences.**

**Write your name on the top of this sheet.**

**Give this sheet to the writer of the essay when you are done.**

- 
7. What is the main point of the essay? Write it down here, in one sentence.
8. Are there details that don't fit with the main point of the essay? If so, tell the writer which ones.
- 
9. Is the essay developed with enough details? Where can the writer add additional details?
10. Pay attention to the ending (or conclusion) of the essay. Does the essay have a "finished" feel to it?
11. What did the writer learn from the experience?

# 3

Answer these questions in complete sentences.

Write your name on the top of this sheet.

Give this sheet back to the writer of the essay when you are done.

---

12. What is the first sentence of the essay? Re-write it here, word for word.

13. Read that sentence again. Does it make clear that this will be an essay about teaching?

Does it make you interested to read more?

---

14. Write an alternative first sentence for the essay here.

15. Write an alternative title for the essay here.

"My Experience" is not an interesting title. ☺

16. Has the writer followed MLA formatting directions? See pg. 207 for how an essay in MLA format should look. What does the writer need to do to make sure his/her essay conforms to MLA format?