**Paper 3: Draft Checklist**

Peer review is a crucial part of First-Year English classes (1310 and 1320) at Texas State University. The [official FYE syllabus](https://www.english.txstate.edu/studentres/syllabus/firstyear.html) adheres to the 2014 Texas Core Curriculum, which states that students should:

* Effectively develop, interpret, and express ideas through written, oral, and visual communication.
* Recognize different points of view and work effectively with others to support a shared purpose or goal.
* Demonstrate critical thinking skills, communication skills, teamwork, and personal responsibility.

In our course, more specifically, the purpose of peer review is to:

* Ensure that students meet the basic criteria of the assignment, as rendered in the prompt, rubric, student sample, outline template, and this checklist.
* Help students clarify their ideas as they explain them to their partners.
* Provide professional experience to students through the practice of respectful identification and critique.

Before you evaluate your partner’s argument or writing, you should understand what they are saying. Much of this checklist rests on identification before evaluation. You will need to be honest. For example, if you don’t see a clear topic sentence, do not simply highlight the paragraph’s first sentence. If you don’t see a two-part explanation that ties the paragraph’s illustrations to both the topic sentence and the thesis statement, don’t pretend that you do. Use the commenting feature to point out the absences or issues that you see in the paper.

On Microsoft Word, you can find the [“New Comment” button](https://support.microsoft.com/en-us/office/insert-delete-or-change-a-comment-5cb1af25-4dfe-4484-9713-2c80391ecf12#:~:text=Insert%20a%20comment,balloon%20in%20the%20document's%20margin.) in the Review tab. The new comment button looks like a speech bubble with a “+” inside on Google Docs. It is to the right of the font color and hyperlink tools and the left of the image insert and text alignment tools. Please note that you can change the font color rather than highlight it if you’d like.

It should take about 20-30 minutes to complete the following annotation and commenting steps thoughtfully. Follow the directions carefully, and do not rush. Your partner deserves your best effort, and I expect you to give it to them.

**First Steps**

To begin, email a copy of your outline to your breakout room partner or drop the file in the chat. Your outline and draft should be in Microsoft Word or Google Docs so your partner can make edits. *If* you’re using Google Docs or another cloud-saving platform, copy and paste your paper into a new file to send your partner (you’ll want to preserve your unedited first draft).

Next, slowly read the outline once through. Don’t make any comments on this first pass. This step is crucial for getting a sense of the larger argumentative arc before identifying its pieces and evaluating its effectiveness. When you’ve finished this step, you may proceed.

**Introduction**

* Does the introduction include a brief background (1-3 sentences) about the author?
* Does the introduction contain a brief (2-3 sentences) summary of the article?
* Does the introduction discuss the text’s intended audience? (i.e., For whom did the author write this?)
  + MLK: The eight white Alabaman clergymen who criticized his protest methods and timing.
  + DFW: Readers of *Gourmet* magazine.
* Is there a **thesis statement** at the end of the introduction? Underline the thesis statement. Highlight each section—the claim in pink and the support in blue
  + Does the thesis statement address the balance of the rhetorical triangle in the text **and** evaluate the argument’s effectiveness?

**Sample thesis:** Roxane Gay’s essay, “Bad Feminist,” presents a persuasive argument against “essential feminism,” which she claims is a misperception of what feminism is; through her balanced use of ethos, pathos, and logos, Gay creates a name for another type feminism, “bad feminism,” and challenges society’s view of what a feminist really is.

**Rhetorical Triangle Paragraphs**

* Is there a separate paragraph for **each** rhetorical appeal? If one is missing, make a note.
* At the start of each body paragraph:
  + Is there a clear topic sentence that mentions, **by name**, the rhetorical appeal (ethos, pathos, or logos) the author analyzes in that paragraph?
  + Does this topic sentence address the rhetorical triangle (author’s credibility, audience’s emotions, or reasons and evidence that support the message)?

**Sample topic sentence:** Wallace uses **logos**, or reasoning and facts, to strengthen his message that boiling lobsters alive for a relatively small benefit is wrong.

**Sample topic sentence:** Gay’s sources, examples, and personal identity support her points and show that **she is credible and has a strong ethos**.

**Sample topic sentence: Pathos** is present in the essay when Wallace writes about how lobsters might feel pain when cooked. When Wallace asks *Gourmet* readers to look at how lobsters react when they are being boiled alive, he encourages them to put themselves in the lobster’s place.

* Does every paragraph utilize PIE? If so, put a “P” next to the point, an “I” next to the illustration(s), and an “E” next to the explanation. Do this for **every** paragraph.
* Is the topic sentence an argumentative claim?
* Do the illustrations support the claim each paragraph makes? How reasonable or reliable are the connections the writer is making? Does it seem like your partner skipped over part of an example or didn’t provide enough context for their quotes? **Explain how or why in a comment in the margins.**
* Do the explanations connect the examples to the topic sentence and the entire paragraph to the thesis?
  + Ethos explanation should mention the author’s credibility
  + Pathos explanation should mention how the writer makes an emotional appeal to the audience
  + Logos explanation should tie directly into the overall message (argument of the text)

**Conclusion**

* Does the writer, in a new language (without repeating), return to an overall comment about the argument’s effectiveness?
* Does the writer, in fresh language (without repeating), summarize the text’s use of rhetorical appeals?
* Does the writer put their chosen text into a greater context and answer the “so what?” question?
  + You might want to consider why the larger topics King and Wallace discuss are still meaningful today.

**Citations**

* Are the sources cited in proper MLA format in the paper (i.e., in-text citations)? Use *EasyWriter* as a guide.
* Is the punctuation around in-text citations correct? Pay attention to the period relative to the in-text citation. Google search “MLA in-text citations” or look at the student sample if you need an example.

**Formatting**

Is the font 12 pt., Times New Roman?

* Are the margins 1” all around?
* Is the paper approximately 850-950 words long?
* Is your teacher’s name spelled correctly? (You will lose a point for misspelling my name—it dings your ethos.)
* Is there too much information in the header?

**Final Comment**

After you’ve reviewed the paper, write about **five** sentences at the end (in a different color font) that highlight the paper’s strengths and weaknesses. Your goal is to be both constructive and kind.

It is essential to write your feedback down, so your partner can reference it when they are revising.

**Discussion**

After you’ve annotated, discuss the paper with your partner. Review what you wrote, ask questions, and share your writing process. Set a timer for 15 minutes to make sure both writers get equal time. Then, if there are any points left over, you can go back.

If your conversation doesn’t have a natural flow to it, that’s okay. I’ll list some questions below that might help if you get stuck:

* Start by saying what you like. You can focus on the topic as a whole, a particular passage, or an argumentative point.
* Pivot to the rougher spots, nicely. For example, “Hey, I’m confused by the point you’re making in this paragraph. Could you explain what you were getting at here?” Asking your partner to explain themselves will help
* Ask, “When did you start writing and drafting? How long did you spend on this version?” Inviting your partner (and yourself) to think about the assignment’s time can encourage them to address any weak spots in their writing process.

**Wrapping Up**

Be sure to return your partner’s paper to them with comments before the end of class. Stop by the main room on Zoom before you go.