#### ****Peer Response Samples with Associated Assignments****

#### ****Compiled by Tara Pauliny****

#### ****1. ENG 101,**** Essay One

**Assignment**

First Draft Due: Tues, 10/2, with copies for peer group and professor

Second Draft Due: Thurs, 10/4, with copies for peer group and professor

Final Draft Due: Tues, 10/0, email paper to professor using BlackBoard Drop Box

Format: all drafts (including the final one) must be 4-5 pages long, double-spaced, with one-inch margins, and must use APA style to document sources.

Prompt: This first essay is a compare/contrast essay focused on Aristotle’s concept of audience. You’ll need to choose two readings from *Negotiating Difference* that we have read for class and discuss how they utilize ethos, pathos, and/or logos. Importantly, you need to do more than simply explain how these proofs are illustrated in these texts; rather, you should focus your analysis on the effects of such usage. The particular focus you choose is up to you.

**Peer Response Guidelines, Essay One, Draft One**

Before the Session: As you hand out the copies of your draft to your group members, tell them what you would like them to look for. That is, which sections or aspects of the paper are you struggling with or do you have questions about? This will help them direct their responses to your essay

During the Session:

Once everyone has decided on the questions they would like to ask the group, begin exchanging papers. When you are the reader, remember to read each essay slowly and carefully, and to make notes in the margins and on a separate piece of paper.

Some hints for being a good responder:

* Be as specific as possible; explain why something works or does not work, offer suggestions, and avoid general statements such as “your essay is good,” or “I liked it.”
* Concentrate on the ideas in the paper and then move to sentence-level concerns.
* Choose a few issues to concentrate on, and be pointed in your feedback; use the essay prompt to help you respond to the paper.

Answer the following questions on a separate sheet of paper:

1. Check the essay’s format. Does it adhere to the assignment’s guidelines? If not, what needs to be changed?
2. Does the essay follow the assignment’s directions? Does it do what the assignment asked? If not what needs to be revised?
3. Is there a thesis? What is it? How might the writer make it stronger?
4. Is appropriate evidence used? Is there enough evidence or too much? Is it well integrated into the essay? Is it cited correctly?
5. Does the essay make assumptions or statements that are not supported?
6. Are the paragraphs well developed and clear? Do they use topic sentences? Are there transitions between paragraphs? Are there “hole” in the paragraphs—information that seems to be missing?
7. Examine the sentence-level issues:
   1. Is the word choice appropriate and clear?
   2. Is the language clear and precise?
   3. Are the sentences smooth, do they employ parallelism, are their transitions/connections between them?
   4. Are there grammar and/or spelling mistakes?
8. Answer the questions asked by the writer.

Discuss:

After everyone has read and commented on each other’s essays, discuss your comments. Talk about one person’s essay at a time—be specific and critical but friendly. Remember, you are here to help one another. As the group talks about your essay, try to listen rather than speak. You can ask questions once they are finished.

Revise:

When the session is over, read over all the comments and begin to revise. First, make a plan for revision—note what you will change—and then begin to work.

Bring your first draft, all the peer comments, and copies of your revision to class on Thursday. Also, at the top of your revision, briefly explain what you have tried to improve in this revision and note three questions you would like your group to answer.

**2. ENG 101, Formal Essay Two**

**Assignment**

Due Dates:

- First Draft Due: Sunday 10/21 (A, B) or Tuesday 10/23 (C, D)

- Final Draft Due: Tuesday, 10/30, in class (All groups; bring one copy for me)

Format:

- Compare/Contrast, 4 pages, double-spaced, MLA style

Grading:

- Since this is your second formal essay of the semester, I will pay closer attention to some of the essay’s finer points such as the integration of evidence, your use of transitions, your word choice, and your citation style. Of course, I will also be looking for a clear thesis, well-organized paragraphs, and effective evidence and analysis.

Essay Prompt:

For this essay, you will compare Benjamin Banneker’s “Letter to Thomas Jefferson” to Davis Walker’s “Walker’s Appeal.” The topic of your comparison is up to you; you must, however, focus your essay around Kenneth Burke’s concept of rhetorical audiences. Importantly, you should not simply list the ways the two texts are similar and different. Instead, you need to highlight their overlaps and divergences in relation to Burke’s ideas about cooperation, identification, consubstantiation, anti-thesis, and/or dramatism. Do not, however, attempt to work with all of these terms; choose one or two and center build your essay around them.

**Peer Response Guidelines, Essay Two, Draft One**

Before the Session: Check which response group you are in (A, B, C, or D) and make sure you email your draft to your group members either by Sunday at 6 or Tuesday at 6. Also, email me a draft as well.

Check your email, print out the essays you received, and read each of them carefully. Then, respond to each essay using the following questions, and bring the essay and your responses to your peer response meeting. You MUST read and respond to the essays BEFORE the in-class peer response session. When you arrive at class, you should have all the essays and your responses and be ready to talk about them. Each group only has one hour, so we will need to be focused.

Also, **I will be collecting all your responses with the final essay drafts and your grade will be lowered if you do not hand in a first draft on time and if you do not complete all the peer response questions for each essay,**

For each essay, answer the following questions on a separate sheet of paper:

1. Check the essay’s format and overall focus. Does it adhere to the assignment’s guidelines? If not, what needs to be changed?
2. Is there a thesis? What is it? How might the writer make it stronger?
3. Is appropriate evidence used? Is there enough evidence or too much? Is it well integrated into the essay? Is it cited correctly?
4. Does the essay make assumptions or statements that are not supported?
5. Are the paragraphs well developed and clear? Do they use topic sentences? Are there transitions between paragraphs? Are there “holes” in the paragraphs—information that seems to be missing?
6. Examine the sentence-level issues:
   1. Is the word choice appropriate and clear?
   2. Is the language clear and precise?
   3. Are the sentences smooth, do they employ parallelism, are there transitions/connections between them?
   4. Are there grammar and/or spelling mistakes?
7. Provide two specific suggestions for revision.

**3. Upper-Level English Course, Final Research Paper**

**Assignment**

**Peer Response Draft Due: 12/8 Final Draft Due: 12/13 Page Length: 8-10**

Over the course of this semester we have (or will have) read and analyzed a number of texts in relationship to the issue of resistance and their rhetorical/persuasive effect. For this essay, you will choose one primary text from the class, or a text from outside of class with my ok, and do a rhetorical analysis of it. You will focus your essay around the question of resistance and why your text can and should be considered an artifact of rhetorical resistance. In your essay, you may examine the structure of the text, the overarching argument of the text, the characterizations it presents, the words or images it employs, etc.—the specific focus is up to you. The questions you want to keep in mind though, are: What is this text saying about the issue of resistance?; How does it present those concerns, and develop its representation?; What are the goals and priorities of the piece?; How are the arguments made and evidence utilized related to the overall effect of the text?; and What the implications of these elements? Your argument must utilize outside research, and it must contextualize the piece historically and culturally.

**Peer Response**

Before exchanging papers, write three questions you would like your group to answer on the top of each copy of your essay. These should be specific, yet open-ended questions.

Once you have exchanged drafts, read through the paper carefully, making notes in the margins. Then, answer the questions asked by the writer as well those listed below:

1. Does the essay fit the assignment?: Is there a primary text being examined?; Is the paper focused on the issue of resistance?
2. Does the essay make a clear argument about the primary text? Is the thesis well defined and analytical?
3. Does the paper contextualize the primary text that it is examining?
4. In reference to structure and analysis, does the paper forward a strong claim about the rhetorical dimensions of resistance?; Does it use textual evidence and secondary sources to prove and illustrate this claim?
5. Is the writing clear, sophisticated, and grammatically correct? Is MLA style used correctly?

Write out your answers to these questions and then return them, along with the paper draft, to the writer once you have discussed your comments.

**4. Upper-level English Course, Research Paper**

**Assignment**

Length/Format: APA style, approximately 12 pages

Due: 12/10 final paper due (w/ presentation); 11/24 outline due; 12/1 draft due

(322: short, informal presentations; 522: formal, 20 minute presentation)

Description: This is a self-defined project in which you will engage one or more of the theories, approaches, and/or topics covered in this course. I do not have a particular format in mind, but am interested in seeing how you choose to work with the class material. I want you to focus on a topic that interests you and then expand your knowledge of it and formulate a project based on your findings. The design of the project is up to you. Whatever you choose, however, your work must conform to the following guidelines:

* It must have a clear thesis/agenda
* It must engage Composition/Rhetorical theory in some way through the material we have read in this class. The project must focus on an issue, approach, or theme of the course.
* It must analyze its findings—it cannot simply present information
* It must incorporate scholarly, Rhetoric and Composition research (journals, scholarly anthologies, on-line journals, program websites, etc)

Here are some examples of what you might do:

* formulate an argument about a particular Composition theory, analyzing its weaknesses and strengths, and applying it to a writing course
* review, discuss, and analyze how a particular Rhet/Comp issues is addressed in a series of journal articles
* review and analyze work done in a Writing Center (UWO or another)
* review and analyze on-line representations of university Writing Programs
* design a writing class that combines theories we have studied with outside research

# Peer Response

* First, exchange papers with your group members.
* Next, read the papers and make notes. Make notes both directly on the essays and on a separate sheet of paper. You will be returning this information to the authors, so make sure your comments are legible.
* Using the project prompt and the following questions as a guide, provide each writer with as much constructive feedback as you can. In your comments, make sure you address the following issues in addition to your own responses:
  + What is the overall thesis of this project? What is the paper working to prove/argue/forward/etc? Does the thesis run throughout the essay?
  + How is the project connected to or engaged with Composition/Rhetorical theory? Remember, it must address work we have read for class *and* incorporate outside scholarly research.
  + What kind of analysis does it offer? What critical response/reflection is it offering?
  + Comment on the organization. It is clearly assembled? Does the pace and ordering of the material work well?
  + Examine the use of research. Is there enough? Too much? Is it integrated into the essay and used to support the author’s claims/ideas?
  + What sections need clarification/expansion/development?
  + What further suggestions do you have for revision?
* Once everyone is done reading each other’s work, discuss each essay separately. Go through your comments and suggestions and tell them to the writer.
* If you are the writer, listen and take notes as your essay is discussed and hold your questions or comments until the end.
* Finally, return the drafts and comments to the writer when you are finished discussing his or her essay and then move onto the next paper.