Name of student author _____

Name of peer reviewer _____

<u>Directions: First, with nothing in your hands but the SAR, read the SAR twice. Next, assess the following traits of the SAR by circling and following other directions below.</u>

1. SAR   **is / is not** in MLA form.

2. SAR **does / does not** have the following title:
        SAR #___: "Title of Essay"

3. SAR **is / is not**   exactly three paragraphs long.

4. SAR's summary **does / does not** include the author's full name (correctly spelled) and the complete title of the essay (correctly punctuated—QUOTATION MARKS).

5. SAR's summary **does / does not** include all of the essay's main ideas and all verbs **are / are not** in the present tense.

6. SAR's analysis paragraph **does / does not** include an accurate assessment of the essay's context (what *larger* discussion or debate this essay contributes to).

7. Discussion of context **does / does not** include the author's name and/or title of the essay. (**It shouldn't!** Context is BIGGER than the essay itself. It's more like the **topic** of the essay.)

8. SAR's analysis paragraph **does / does not** include discussion of the essay's intended audience, and **does / does not** include a bit of explanation of why these types of people are likely to read the essay and agree with the author.

9. SAR's analysis paragraph **does / does not** include discussion of the essay's purpose.

10. If essay has more than one purpose, analysis paragraph **does / does not** include more than one purpose.

11. The assessment of the author's purpose **is / is not** correct, and **is / is not** complete. (It's not complete if it doesn't include "persuasion" as one of the purposes, because **every** essay has an element of persuasion.)

12. SAR's analysis paragraph **does / does not** include an assessment of the essay's organizational form (not a *description* of the form, but an identification of which **TYPE** of form the essay is organized into).

13. The assessment of the essay's organizational form **is / is not** correct, and **is / is not** complete. (If the essay is organized into more than one form, the SAR should identify both / all organizational forms.)

14. SAR's analysis paragraph **does / does not** include a bit of explanation of the organizational form of the essay. In other words, if it's compare and contrast, the student should explain what is being compared and contrasted. If it's cause and effect, the student explains what the cause is and what the effect is.

15. SAR's analysis paragraph **does / does not** include an assessment of the author's tone.

16. The assessment of the author's tone **is / is not** correct, and **is / is not** complete.

17. The assessment of tone **does / does not** include discussion of when and where the tone changes (it should!), and from what to what.

18. The student **has / has not** included a direct quotation illustrating the author's tone, and that quotation **is / is not** cited with a page number or paragraph number in parentheses.

19. The page or paragraph number citing the quotation for tone **is / is not** in parentheses, and the sentence's end punctuation **is / is not** AFTER the end parenthesis. (It should be!)

20. The quotation **does / does not** stand alone as its own sentence. (**It shouldn't**! Quotations should always be a part of a larger sentence so that it's clear what the quotation proves or is an example of.)

21. SAR's analysis paragraph **does / does not** include an identification of THREE tools the author uses to accomplish his/her purpose.

22. The student **has / has not** included a direct quotation illustrating at least one of the author's tools, and that quotation **is / is not** cited with a page or paragraph number in parentheses.

23. The number citing the quotation demonstrating one of the author's tools **is / is not** in parentheses, and the sentence's end punctuation **is / is not** AFTER the end parenthesis (as it should be).

24. The quotation **does / does not** stand alone as its own sentence. (**It shouldn't**! Quotations should always be a part of a larger sentence so that it's clear what the quotation proves or is an example of.)

25. SAR's analysis paragraph **does / does not** include an identification of the author's thesis.

26. The identification of the author's thesis **is / is not** introduced with a phrase including the word "thesis." (It should be.)

27. The student's opinion **is / is not** stated in the paragraph of analysis. (It shouldn't be!)

28. The third paragraph **does / does not** include a personal response.

29. The personal response **does / does not** include interesting, genuine discussion of the student's response to the essay.

30. The SAR **is / is not** about two pages long.

31. The SAR **does / does not** include adequate discussion of the essay. (Is it long enough?)

32. The SAR **does / does not** demonstrate that the student understands the essay's context, intended audience, content, purpose, organizational form, tone, tools, and thesis.

33. The student **has / has not** written her/his SAR with an academic tone.

34. The SAR **does / does not** have errors in conventions that need to be revised before turning in the final draft next time.

35. Circle any errors in conventions.

36. Circle any word choices that are too casual and therefore not academic in tone (like "you," "things," "kids," and "stuff"), and write "tone" above them.

37. At the bottom of the SAR, write two **specific** suggestions for revision and one **specific** thing the student has done well. (You, the peer reviewer, will lose points if your comments are not specific.)

38. Write your name and "peer reviewer" at the bottom of the student's SAR.

39. SARs are worth _____ points. What's the maximum you can earn if it's late? _____

40. When is the final draft of this SAR due? _____

41. Return the SAR and this sheet to the student, then go in the hall to discuss your comments and markings with the student who wrote the SAR.

The student who wrote the SAR (not the peer reviewer, but the student author) should get her/his SAR back from the peer reviewer. S/he should also get this peer-review form. The student should then use the peer reviewer's comments to help her/him revise and polish the SAR.

FINAL DRAFTS OF THIS SAR ARE DUE NEXT TIME AT THE BEGINNING OF CLASS. TURN IN FINAL DRAFTS, FIRST DRAFTS, AND PEER REVIEW FORMS, STAPLED IN THAT ORDER FROM TOP TO BOTTOM. Please see me if you have questions!

<u>**Peer Review, SAR #1, Writing 122 / Ramsey**</u>

Name of student author _____

Name of peer reviewer _____

<u>Directions: Read the SAR twice, then assess the following traits of the SAR.</u>

1. SAR **<u>is / is not</u>** in MLA form.

2. SAR **<u>does / does not</u>** have the following title: SAR #1: "Title of Essay"

3. SAR **<u>is / is not</u>**   exactly three paragraphs long, and all verbs **<u>are / are not</u>** in the present tense.

4. SAR's summary **<u>does / does not</u>** include the author's full name (correctly spelled) and the title of

    the essay (in quotation marks).

5. SAR's summary **<u>does / does not</u>** include all of the essay's main ideas. If the summary is missing

    some important ideas, what ideas are missing? _____

    _____

6. SAR's analysis paragraph **<u>does / does not</u>** include an accurate assessment of the essay's context (what
    larger discussion or argument this essay contributes to). According to the student, this essay was

    written in what context? _____

    _____

7. SAR's analysis paragraph **<u>does / does not</u>** include identification of the essay's intended audience, and

    this identification **<u>is / is not</u>** correct.

8. According to this student's SAR, who is the intended audience? _____

    _____

9. SAR's analysis paragraph **<u>does / does not</u>** include discussion of the essay's purpose.

10. If essay has more than one purpose, analysis paragraph **<u>does / does not</u>** include more than one purpose.

11. According to this student's SAR, what is the author's purpose(s)? _____

    _____

12. The assessment of the author's purpose **<u>is / is not</u>** correct, and **<u>is / is not</u>** complete.

13. SAR's analysis paragraph **does / does not** include an assessment of the essay's organizational form(s)

    And **does / does not** include a bit of discussion or explanation of that form.

14. According to this student's SAR, what is / are the organizational form(s) of the essay?

    _____

15. The assessment of the essay's organizational form **is / is not** correct, and **is / is not** complete.

16. SAR's analysis paragraph **does / does not** include an assessment of the author's tone(s).

17. According to this student's SAR, the essay is written in what tone(s)?

    _____

18. The assessment of the author's tone **is / is not** correct, and **is / is not** complete.

19. The student **has / has not** included a direct quotation illustrating the author's tone, and that quotation

    is / is not cited with a page number or paragraph number in parentheses.

20. SAR's analysis paragraph **does / does not** include an identification of THREE tools the author uses
    to accomplish his/her purpose.

21. According to this student's SAR, what are **three** tools the author uses to accomplish his purpose?

    _____

22. The student **has / has not** included a direct quotation illustrating at least one of the author's tools, and

    that quotation **is / is not** cited with a page or paragraph number in parentheses.

23. It **is / is not** clear which tool the direct quotation evidence of.

24. SAR's analysis paragraph **does / does not** include an identification of the author's thesis.

25. The identification of the author's thesis **is / is not** correct.

26. The student's opinion **is / is not** stated in the paragraph of analysis. (It **shouldn't** be! Opinion can be
    implied, but it should not be overly stated until paragraph 3.)

27. The third paragraph **does / does not** include a personal response, and that response **is / is not** honest,
    interesting, and genuine.

28. The student **does / does not** accurately identify some flaws in the author's argument. (This isn't
    mandatory, but it's a very good idea, especially with an essay like this one, which is full of flaws.)

29. The SAR **is / is not** about two pages long.

30. The SAR **does / does not** include adequate discussion of the essay. (Is it long enough?)

31. The SAR **does / does not** prove that the student accurately understands the essay's context, intended audience, content, purpose, organizational form, tone, tools, and thesis.

32. The student **has / has not** written her/his SAR with an academic tone. (Avoid "things," "stuff," "nowadays," etc.)

33. The SAR **does / does not** have problems in spelling, punctuation and/or grammar that need to be revised before turning in the final draft next time.

34. Where should end punctuation go after a direct quotation and citation information in parentheses? Insert the period where it should go in the following example:

Smith's tone is enthusiastic when she exclaims, "Life and joy " (14)

35. Circle any errors in conventions. I have red pens if you want them—let me know.

36. Find any unclear word choices, phrases, and sentences, and write "UNCLEAR" next to them.

37. Circle any word choices that are too casual and therefore not academic in tone, and write "TONE" above.

38. At the bottom of the SAR, write one **specific** suggestion for revision.

39. Write your name and "peer reviewer" at the bottom of the student's SAR.

40. Return the SAR you marked up and this sheet to the student, then discuss your comments and markings with the student who wrote the SAR. The student will then take the draft you marked up and this form home to revise the SAR.

41. Come and get another SAR to review. Shoot for completing two during class today. Let me know if you want any blank peer review forms for yourself.

UPLOAD THE FINAL DRAFT OF THE SAR ON MOODLE, BUT ALSO, PRINT A FINAL DRAFT AND STAPLE IT TO THE TOP OF THE PEER REVIEW FORMS AND PEER REVIEWED SAR DRAFTS, THEN TURN IN THE WHOLE PACKET AT THE BEGINNING OF OUR NEXT CLASS. (This is how I know to give points to you for completing the peer review process.)

Please let me know if you have questions.