\*To comment, click on the last word in the sentence or paragraph you are commenting on and use the comment bubble at the side. Then after you’re finished writing your comment, please press “Comment.” Please DO NOT type into or change anything in the student’s draft. The draft itself belongs to the writer, and we should respect that by not interfering with it. For additional comments that are too general and/or too long for comment boxes, put them in your end letter, after skipping a few lines, start Dear Michael as instructed below.

**Peer Review Feedback to be completed before class Wednesday, March 9**:

1. **Comment fully** on two or three group members’ Rough Drafts #1. Spend at least 45 minutes on each paper. You should get a good start on the first draft in class today (Monday, March 7).
2. In the google drive**, use comment bubbles** on the side to comment. At least 5 thoughtful comments.
3. Write **end comments to the writer** in the form of a letter.

Dear Michael,

THEN one full paragraph, 7-9 sentences.

Sincerely,

Your Name.

If your peer comments are mindfully and well done, *I will give you extra credit.* Penalty if peer comments are underdeveloped, late, or missing (at least one-half letter grade on your Final Draft #1)

If you are missing a paper in your group, reach out to your group member and request he/she expedite submission.

**Peer Review Guiding Questions for the Reviewer:**

**(Consider also the questions posed in the Writer’s Memo)**

1. **PARAGRAPH BREAKS**: Find places where writer needs paragraph breaks.

Remember New Topic/Idea/Scene/Speaker = New Paragraph.

1. **SCENE DEVELOPMENT:** Find a scene – or -- Find a place where writer could develop a scene. Do you as reader have to struggle to figure out when or where a scene takes place, or who the characters are? Remember SHOW: DON’T TELL.
2. **DIALOGUE:** Find a scene with dialogue – or -- Find a place where writer needs dialogue. Does the writer experiment with a home language? If so, is it effective?

Remember – SHOW; DON’T TELL.

1. **BACKGROUND INFORMATION / TIMELINE–**clear? Arc of story, clear? Does the student writer lead the reader? Do you as reader have to struggle to figure any of these out?
* The 5W’s: What? Where? Why? How? When?
* **Timeline** clear? If no, what information is missing? Are the paragraphs organized in a way that makes sense?
* Is the essay organized in **logical way?**
1. **DETAILS:** Find a place that needs more Concrete Specific Details

Remember – SHOW. DON’T TELL.

1. **CONNECTION TO ONE OF OUR TEXTS**: Does the writer make at least one connection to one of the writers we’ve read so far? If yes, how can he/she develop that connection? If no, can you see a place where he/she could make a connection?
2. **PAGE REQUIREMENT:**  is the draft at least two *full* pages?
3. **IMPORTANT: IS THERE A TITLE?** Does it pack a punch? Does it tell the reader what the story is *really* about? Can you suggest a better title?

Then,

* Does the paper follow the **Correct Format:** typed, double spaced, 12-point font? One-inch margins?
* Does the paper have a **Proper Header** in the top left corner?

Michael Smith

Prof. Wu

ENG 1101 OLXX

Education Narrative Rough Draft

Date

* Is this a **MSWord file**? The file should be properly named with STUDENT NAME – RD #1 ?
1. Does the writer have an **interesting lede -- lead into the story** -- that engages the reader. (avoid boring intros).
2. **WHAT IS THIS ESSAY *REALLY* ABOUT?** I think you are writing this story because \_\_\_\_\_\_\_\_\_. What is the writer’s **purpose** in writing this piece?

Then,

1. I got confused here ( ) because \_\_\_\_\_\_\_\_.
2. I found this part here ( ) interesting because\_\_\_\_\_\_\_\_.
3. I want to know more about ( ) because \_\_\_\_\_\_\_\_\_.

**Writers, when you are revising, THINK -- ARMS**

**A**dd words or sentences or parts where information is missing or lacking development. Add a scene or dialogue.

**R**emove words or sentences or parts that do not fit or are repetitive

**M**ove words or sentences or parts around to help the flow of the essay

**S**ubstitute weak words and/or sentences with more specific vocabulary

**Note to the Writers: You will receive advice and feedback from your peer reviewers. Do consider these various pieces of advice. However, remember that ultimately you are the Writer; you are the boss, and you will make the writerly decisions in the end.**