

**Essay 1: Draft Workshop**

Name of Writer: \_\_\_\_\_

**Peer Response Worksheet**

1) What are two key words that describe my topic? (Examples: teaching, responsibility, authorship, reader, etc.)

Note: if you have not yet given your essay a title, try to create one now, using your key words:

2) One passage I am closely reading is:

3) A second passage I am closely reading is:

4) The interpretive question I am trying to answer about these passages/texts in this essay is: (state it succinctly here in your own words, as it relates to your specific approach to the topic). Begin with "how" or "why:"

5) Underline the sentence(s) in the essay that come closest to stating your thesis. Make sure it says something about the texts (Plato's and Woolf's) – what it portrays, how it can be interpreted. Rewrite your thesis below if you notice now that it needs to be revised so that it is about the text and closely reading it.

6) Specific question I have about my draft is (something you are concerned or wondering about):

**Procedure: In assigned groups of two or three:**

- Spend a few minutes (no more than five) talking together about your works-in progress. What's going well, and what are you struggling with?
- Read one of your peers' drafts silently. It is not necessary to make extensive notes on the draft, or to edit it. Your job is to respond to the draft as a whole, using the questions below.

\*revised from materials by Maureen Reed

- Complete the response worksheet below about the draft you read. Respond briefly and directly, so as to leave time to address all questions.
- Around 15 to 20 minutes before the end of class: Finish the written response process. Talk over the drafts and the comments you have made. Be sure to give this worksheet and the draft back to the writer.

**Name of peer respondent to the draft:** \_\_\_\_\_

1) **Writing is Hard! Here's What's Already Awesome!!!** What's really good/interesting/ exciting. thought-provoking about this essay?

2) **Thesis:** Consult the sentence the writer has noted as the essay's thesis (and his or her comments on it above). The thesis should offer a unifying and specific insight about what we learn by closely reading Plato' or Woolf's text. In the space below, write this thesis concisely, in your own words, whether re-stating it or offering an improved version.

3). **Structure Focus:** Does the **title** tell us something about the argument and does it pique the reader's interest? Could it be shorter/longer or more to the point? Does the first part of the essay **introduce** a question and an argument/thesis? Do the **transitions** between the paragraphs guide the reader clearly from point to point? Do you have suggestions to make the essay flow more smoothly? And does the last part of the essay refer back to the main argument and draw the whole paper together in a **concluding argument, or point outward toward importance of paper?** Do you have suggestions to make the conclusion clearer and more succinct?

4) **Essay Requirements.** How successfully does the essay focus on analyzing **SPECIFIC** parts of Plato's or Woolf's text **closely**? Does **EVIDENCE** back up the analysis? Are **words** and **phrases** directly quoted? Is the evidence analyzed?

5) **Argumentative Focus: Complex Argument Based on Close Reading.** How could revision (beyond editing) enhance the essay? Does it need deeper analysis? More evidence? Re-organization? A more specific thesis? Interpretation that better shows the complex process by which words and texts make meaning? Look at the writer's own questions about his or her draft to get ideas for what needs to be done. In the space below, write **TWO GENERAL strategies** you recommend for comprehensive **RE-VISION** (not editing).

6) **Structure Focus: Specifics.** Now that you've described the general strategies, let's try and make them specific.

a. Briefly map out the main arguments in the essay you read (no more than one sentence description of each argument). List them below, using numbers, and then mark those numbers in the paper itself. (a reverse outline)

b. If anything in the above order does not make sense to you, what questions do you have for the author about why she/he ordered things that way? (“It wasn’t clear to me why....”)

c. For each part of the draft, are the general statements backed up by specific details/evidence? Mark any places that seem like they could use more support.

**7) Style Focus: Tying in evidence smoothly, clearly, relevantly.** How effectively does the essay integrate (not just "stick in") evidence? Is the significance of quoted evidence clear? Could the author use shorter/longer or more/less quotations to more effectively show his or her close reading in progress? Could the author spend more time interpreting the quotes? Describe two specific places below where you thought the author could improve on working with his/her evidence.

**8) Format Focus: MLA in-text citations.** Does the essay cite textual evidence (both direct quotations and paraphrases; short quotations and long) using MLA format correctly, as best as you can tell?

9). List any recurring **editing** issues the writer could work on to enhance clarity (such as fragments, run-ons, paragraph length, spelling, comma use, etc.)