

IN-CLASS PEER REVIEW WORKSHEET

Reviewer's Name: _____ Author of Paper: _____

Reminder: Please avoid giving a “teacher’s response” as you read your classmate’s paper. Instead, you should try to give the author a “reader’s response.” That is, your review should help the author locate possible problem areas where a *reader* might stumble over awkward phrasing or have trouble following the logic of the paper.

Each author should provide a copy of the letter draft along with two or three written questions regarding it that you’d like your reviewer to address.

After exchanging these papers, read the entire draft at a normal reading speed. As you read, please do the following:

- Write “GOOD” next to sections where the writing seems especially strong, clear, or interesting.
- Place a “?” in the margin next to any sentences that seem unclear, that contain something that doesn’t seem to “fit,” or where the language seems to stumble.
- Do not mark minor spelling or grammatical errors unless the writer has specifically asked for this help.

Next, read the *questions* the author provided. Keep these questions in mind as you consider and respond below. At this point, if you and your partner choose to do so, you may begin to work quietly together, exchanging notes as you go. However, make sure you provide answers to these questions:

1. Is the author’s purpose clear in the letter you read? If so, has the author explained the purpose with appropriate tone? If you were to title this letter, what title would you give it?
2. How does the letter’s opening sentence function? That is, did it pique your interest and make you want to keep on reading? If not, how could the author improve it?
3. Does the writer’s full letter explain clearly what he/she is trying to accomplish with this correspondence? What strategies does the writer use to focus and organize the letter? What would add clarity and appeal?
4. Can you locate any passive sentences? (Hint: Look for the “to be” verbs.) If so, underline the passive sentences and note “passive” on the draft? Do you think the passive wording is a stylistic choice or an accident? Choose one passive sentence and suggest a way to word it more actively. Which version sounds better – passive or active?
5. Does the author use transitions well within each paragraph? Does s/he transition from paragraph to paragraph smoothly? Can you suggest improvements?
6. After reading through the draft, sum up what you consider to be the letter’s major strengths and weaknesses:

Strengths:

Weaknesses:

7. In your responses above, have you also addressed the author’s main (written) concerns? If not, please do so now.

In the remaining class time, If you haven’t done so already, collaborate with your partner to review and discuss your comments and suggestions.