

WRITER: _____ DATE: _____

PEER EDITOR 1: _____ INK COLOR: _____

PEER EDITOR 2: _____ INK COLOR: _____

Peer Editing for Worldview Analysis

Instructions:

It is extremely important that you complete each of the following revision steps for your partner carefully and to the best of your ability. Failure to complete a step will result in a deduction of points from your participation grade. When in doubt, follow your comment with a question mark, or just suggest that the student “check” on something. Finally, be sure to reference the proofreading marks guide as you provide peer feedback today.

① MLA format

Below is a list of statements. Each statement lists a rule that should be followed in the essay. If the student did not follow the formatting rule, make clear note of the error on the student’s paper.

- The essay has a correctly formatted heading (pg. 1 only) and running header (all pages)—RP 24
- The entire essay is double-spaced
- After-paragraph spacing is set at “0” (no extra space is evident before or after paragraph breaks)
- All margins are set at 1-inch
- The entire essay is typed in a 12-point *serif* font (a font with feet) like Palatino or Book Antiqua
- The student’s essay title is formatted correctly—centered beneath the heading in 12-point font
- The font in the running header matches the font used in the rest of the paper
- Book titles are formatted correctly throughout the essay: *A Thousand Splendid Suns* (no underlining!!)
- Article titles are formatted correctly throughout the essay: “Worldview Transformation and the Development of Social Consciousness”

② Lead-ins, quotations, and citations

Follow the steps below for reviewing lead-ins, quotes, and citations

- 1) Highlight each lead-in
- 2) Highlight each citation
- 3) In the **left margin** of the student’s essay, label each lead-in type—see **RP 35**
- 4) At top of essay, indicate # of quotes in first body paragraph out of 2 (minimum)
- 5) At top of essay, indicate # of quotes in second body paragraph out of 2 (minimum)

Below is a list of statements. Each statement lists a rule that should be followed in the essay. If the student did not follow the formatting rule, make clear note of the error on the student’s paper.

- Every quotation—even those in the introduction—has a lead-in
- Every quotation—even those in the introduction—has a citation
- Somebody-says lead-ins are punctuated with (followed by) a **comma**,
- Sentence lead-ins are punctuated with (followed by) a **colon** :
- Literature lead-ins provide contextual evidence—the who, what, where, when
- Informational text lead-ins introduce concepts or ideas—they don’t all begin, *According to the article...*
- Ellipses (...) are used when part of a quoted material is left out (*note: no ellipses are necessary at the beginning or at the end of the quote—just in the middle)
- Interpolations [] are used to modify verb tense or to clarify language within quotations where necessary
- End punctuation is in the right place (example below)
- Parenthetical or in-text citations are formatted correctly (example below)
- When author’s name *or* book title is mentioned in the lead-in, omit the name in the citation (there is no need to cite the author’s name twice in the same sentence)

EXAMPLE:

“They were...marched...emaciated, hallucinating from thirst and racked with malaria, toward a prison camp which few of them ever reached, and fewer survived...[Nathan] came home with...a suspicion of his own cowardice from which he could never recover. His first words to me were to speak of how fiercely he felt the eye of God upon him” (Kingsolver 197).

③ Title

Below is a list of statements. Each statement lists a content guideline that should be followed in the essay. If the student did not follow the guideline, make clear note of the error on the student's paper.

- The title includes a creative component such as alliteration, allusion, pun, etc.
- The title is concise: the student avoided unnecessary articles and propositional phrases
- The title clearly references the essay's main idea
- The title clearly references the title of the work being analyzed

Example: Pretentious Perfection: Challenging Social Convention in *The Crucible*

④ Thesis and Main Idea Sentences

Below is a list of statements. Each statement lists a content guideline that should be followed in the essay. If the student did not follow the guideline, make clear note of the error on the student's paper.

- The thesis is located at the end of the introduction
- The thesis states a clear assertion (a point about worldview)
- Each body paragraph begins with a clear topic or main idea sentence that connects with the student's thesis
- Thesis and topic sentences avoid summarizing *what happens*—they make clear points about worldview development and/or transformation

⑤ Transitions

Below is a list of statements. Each statement lists an organizational guideline that should be followed in the essay. If the student did not follow the guideline, make clear note of the error on the student's paper.

- The thesis and topic sentences clearly connect; the student utilizes transitional phrases to tie ideas
- Transitional words and phrases logically link ideas and evidence within paragraphs

⑥ Evidence & analysis

Below is a list of statements. Each statement lists a content guideline that should be followed in the essay. If the student did not follow the guideline, make clear note of the error on the student's paper.

- The context for each quotation is clearly stated
- The student clearly and logically explains how the evidence proves his/her point, using words like factor, shapes, transforms, worldview, perspective, outlook, etc.
- Each body paragraph ends with a link sentence that emphasizes a significance; the student explains
 - Now that we know the character's story, what can we say about worldview?
- The student's conclusions are reasonable and rational

⑦ Word Choice

Below is a list of statements. Each statement lists a language guideline that should be followed in the essay. If the student did not follow the guideline, make clear note of the error on the student's paper.

- Do not use first person pronouns (I, me, my, we, our, ours, us) or the conversational "you" in formal essays
- Discuss fictional events that happen in the book in present tense (circle *past tense* verbs and mark "v/t") (*note, when discussing the novel's historical context, you should use past tense—RP 33)
- Avoid vague pronoun references (he, she, it, they, this, that, these, those); circle and draw lines to connect vague references so the writer can see the problem; *only do this if the antecedent is unclear*
- Avoid vague and imprecise words (it, a lot, things, this, that, these, those)
- Remove the phrases "this means that" and "this is important because" from the body of the essay

⑧ Conventions

Follow the steps below for reviewing conventions.

- 1) Read the essay, marking convention errors as you find them
- 2) Use your proofreading key to mark errors appropriately

