

PEER EDITING WORKSHEETS

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Martin's

PEER EDITING WORKSHEET: Narration

1. What point is the writer making about the essay's subject? Is this point explicitly stated in a thesis statement? If so, where? If not, can you state the essay's thesis in one sentence?
2. List some details that enrich the narrative. Where could more detail be added? What kind of detail? Be specific.
3. Does the writer vary sentence structure and avoid monotonous strings of similar sentences? Should any sentences be combined? If so, which ones? Can you suggest different openings for any sentences?
4. Should any transitions be added to clarify the order in which events occurred? If so, where?
5. Do verb tenses establish a clear chronological order? Identify any verb tenses that you believe need to be changed.
6. Does the writer avoid run-on sentences? Point out any fused sentences or comma splices.
7. What could the writer add to this essay?
8. What could the writer take out of this essay?
9. What is the essay's greatest strength? Why?
10. What is the essay's greatest weakness? What steps should the writer take to correct this problem?

PEER EDITING WORKSHEET: Process

1. What process does this essay describe?
2. Does the writer include all the information the audience needs? Is any vital step or piece of information missing? Is any step or piece of information irrelevant? Is any necessary definition, explanation, or caution missing or incomplete?
3. Is the essay a set of instructions or a process explanation? How can you tell? Why do you think the writer chose this strategy rather than the alternative? Do you think this was the right choice?
4. Does the writer consistently follow the stylistic conventions for the strategy — instructions or process explanation — he or she has chosen?
5. Are the steps presented in clear, logical order? Are they grouped logically into paragraphs? Should any steps be combined or relocated? If so, which ones?
6. Does the writer use enough transitions to move readers through the process? Should any transitions be added? If so, where?
7. Does the writer need to revise to correct confusing shifts in tense, person, voice, and mood? If so, where?
8. Is the essay interesting? What descriptive details would add interest to the essay? Would a visual be helpful?
9. How would you characterize the writer's opening strategy? Is it appropriate for the essay's purpose and audience? What alternative strategy might be more effective?
10. How would you characterize the writer's closing strategy? Would a different conclusion be more effective? Explain.

PEER EDITING WORKSHEET: Division

1. Paraphrase the essay's thesis.
2. What whole is being divided into parts in this essay? Into what characteristics is the whole divided?
3. Is each characteristic clearly identified and explained? If not, what revisions can you suggest? (For example, can you suggest a different title for a particular characteristic? A different topic sentence to introduce it?)
4. Where does the writer list the characteristics to be discussed? Is the list introduced by a colon (preceded by a complete sentence)? If not, suggest revisions.
5. Are the characteristics arranged in a logical order, one that indicates their relationships to one another and their relative importance? If not, how could they be rearranged?
6. Does the writer treat all relevant characteristics and no irrelevant ones? Which characteristics, if any, should be added, deleted, or combined?
7. Does the writer use one example or several to illustrate each characteristic? Should the writer use more examples? Fewer? Explain.
8. Does the writer treat all characteristics similarly, discussing comparable points for each? Should any additional points be discussed? If so, where?
9. Do topic sentences clearly signal the movement from one characteristic to the next? Should any topic sentences be strengthened to mark the boundaries between characteristics more clearly? If so, which ones?
10. Could the writer use another pattern of development to structure this essay, or is division the best choice? Explain.

PEER EDITING WORKSHEET: Classification

1. Paraphrase the essay's thesis.
2. What larger category is being classified into types in this essay? Into what general types is the larger category divided?
3. Is each type clearly identified and explained? If not, what revisions can you suggest? (For example, can you suggest a different title for a particular type? A different topic sentence to introduce it?)
4. Where does the writer list the types to be discussed? Is the list introduced by a colon (preceded by a complete sentence)? If not, suggest revisions.
5. Are the types arranged in a logical order, one that indicates their relationships to one another and their relative importance? If not, how could they be rearranged?
6. Does the writer treat all relevant types and no irrelevant ones? Which types, if any, should be added, deleted, or combined?
7. Does the writer use one example or several to illustrate each type? Should the writer use more examples? Fewer? Explain.
8. Does the writer treat all types similarly, discussing comparable points for each? Should any additional points be discussed? If so, where?
9. Do topic sentences clearly signal the movement from one type to the next? Should any topic sentences be strengthened to mark the boundaries between types more clearly? If so, which ones?
10. Could the writer use another pattern of development to structure this essay, or is classification the best choice? Explain.

PEER EDITING WORKSHEET: Comparison and Contrast

1. Does the essay have a clearly stated thesis? What is it?
2. What two things are being compared? What basis for comparison exists between the two?
3. Does the essay treat the same or similar points for each of its two subjects? List the points discussed.

FIRST SUBJECT	SECOND SUBJECT
a.	a.
b.	b.
c.	c.

Are these points discussed in the same order for both subjects? Are the points presented in parallel terms?

4. Does the essay use a point-by-point or subject-by-subject strategy? Is this the best choice? Why?
5. Are transitional words and phrases used appropriately to identify points of comparison and contrast? List some of the transitions used.
6. Are additional transitions needed? If so, where?
7. How could the introductory paragraph be improved?
8. How could the concluding paragraph be improved?

PEER EDITING WORKSHEET: Cause and Effect

1. Paraphrase the essay's thesis. Is it explicitly stated? Should it be?
2. Does the essay focus on causes, effects, or both? Does the thesis statement clearly identify this focus? If not, how should the thesis statement be revised?
3. Does the writer consider all relevant causes or effects? Are any key causes or effects omitted? Are any irrelevant causes or effects included?
4. Make an informal outline of the essay. What determines the order of the causes or effects? Is this the most effective order? If not, what revisions do you suggest?
5. List the transitional words and phrases used to indicate causal connections. Are any additional transitions needed? If so, where?
6. Does the writer use post hoc reasoning? Point out any examples of illogical reasoning.
7. Are more examples or details needed to help readers understand causal connections? If so, where?
8. Do you agree with the writer's conclusions? Why or why not?
9. Has the writer used any "the reason is because" constructions? If so, suggest revisions.
10. Are affect and effect used correctly? Point out any errors.

PEER EDITING WORKSHEET: Argumentation

1. Does the essay take a stand on an issue? What is it? At what point does the writer state his or her thesis? Is the thesis debatable?
2. What evidence does the writer include to support his or her position? What additional evidence could the writer supply?
3. Has the writer used information from outside sources? If so, is parenthetical documentation included? Identify any information that the writer should have documented but did not.
4. Does the essay summarize and refute the opposing arguments? List these arguments.
5. How effective are the writer's refutations? Should the writer address any other arguments?
6. Does the essay use inductive reasoning? Deductive reasoning? Both? Provide an example of each type of reasoning used in the essay.
7. Does the essay include any logical fallacies? How would you correct these fallacies?
8. Do coordinating and subordinating conjunctions convey the logical and sequential connections between ideas?
9. How could the introduction be improved?
10. How could the conclusion be improved?