



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: Description

1. What is the essay's dominant impression or thesis?
2. What points does the writer emphasize in the introduction? Should any other points be included? If so, which ones?
3. Would you characterize the essay as primarily an objective or subjective description? What leads you to your conclusion?
4. Point out some examples of figures of speech. Could the writer use figures of speech in other places? If so, where?
5. What specific details does the writer use to help readers visualize what is being described? Where could the writer have used more details? Would a visual have helped readers understand what is being described?
6. Are all the details necessary? Can you identify any that seem excessive or redundant? Where could the writer have provided more details to support the thesis or convey the dominant impression?
7. How are the details in the essay arranged? What other arrangement could the writer have used?
8. List some transitional words and phrases the writer uses to help readers follow the discussion. Which sentences need transitional words or phrases to link them to other sentences?
9. Do any sentences contain misplaced or dangling modifiers? If so, which ones?
10. How effective is the essay's conclusion? Does the conclusion reinforce the dominant impression?



PEER EDITING WORKSHEET: Exemplification

1. What strategy does the writer use in the essay's introduction? Would another strategy be more effective?
2. What is the essay's thesis? Does it make a point that the rest of the essay will support with examples?
3. What specific points do the body paragraphs make?
4. Does the writer use one example or several to illustrate each point? Should the writer use more examples? Fewer? Explain.
5. Does the writer use a sufficient range of examples? Are they explained in enough depth?
6. Do the examples add interest? How persuasive are they? List a few other examples that might be more persuasive.
7. What transitional words and phrases does the writer use to introduce examples? What other transitional words and phrases should be added? Where?
8. In what order are the examples presented? Would another order be more effective? Explain.
9. Has the writer used a series of three or more examples in a single sentence? If so, are these examples separated by commas?
10. What strategy does the writer use in the conclusion? What other strategy could be used?



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: 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: 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

- a.
- b.
- c.
- d.

SECOND SUBJECT

- a.
- b.
- c.
- d.

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: Classification and Division

1. Paraphrase the essay's thesis.
2. What whole is being divided into parts in this essay? Into what general categories is the whole divided?
3. Is each category clearly identified and explained? If not, what revisions can you suggest? (For example, can you suggest a different title for a particular category? A different topic sentence to introduce it?)
4. Where does the writer list the categories to be discussed? Is the list introduced by a colon (preceded by a complete sentence)? If not, suggest revisions.
5. Are the categories 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 categories and no irrelevant ones? Which categories, if any, should be added, deleted, or combined?
7. Does the writer include all necessary items, and no unnecessary ones, within each category? What additional items could be added? Should any items be located elsewhere?
8. Does the writer treat all categories 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 category to the next? Should any topic sentences be strengthened to mark the boundaries between categories more clearly? If so, which ones?
10. Could the writer use another pattern of development to structure this essay, or is classification and division the best choice? Explain.



PEER EDITING WORKSHEET: Definition

1. What term is the writer defining? Does the essay include a formal definition? If so, where? If no formal definition is included, should one be added?
2. Why is the writer defining the term? Does the essay include a thesis statement that makes this purpose clear? If not, suggest revisions.
3. What patterns does the writer use to develop the definition? What other patterns could be used? Would a visual be helpful?
4. Does the essay define the term appropriately for its audience? Does the definition help you understand the meaning of the term?
5. Does the writer use **synonyms** to develop the definition? If so, where? If not, where could synonyms be used to help communicate the term's meaning?
6. Does the writer use **negation** to develop the definition? If so, where? If not, could the writer strengthen the definition by explaining what the term is not?
7. Does the writer use **enumeration** to develop the definition? If so, where? If not, where might the term's special characteristics be listed?
8. Does the writer use **analogies** to develop the definition? If so, where? Do you find these analogies helpful? What additional analogies might help readers understand the term more fully?
9. Does the writer explain the term's origin and development? If so, where? If not, do you believe this information should be added?
10. Reread the essay's introduction. If the writer uses a formal definition as an opening strategy, try to suggest an alternative opening.



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?



PEER EDITING WORKSHEET: Combining the Patterns

1. Using the annotations for “The Park” (page 709) or “On Dumpster Diving” (page 714) as a guide, annotate the essay to identify the patterns of development it uses.
2. What is the essay’s thesis? If it is not explicitly stated, state it in your own words. What pattern or patterns of development are suggested by the wording of the thesis statement?
3. What dominant pattern of development determines the essay’s overall structure?
4. What patterns does the writer use to develop the body paragraphs of the essay? Explain why each pattern is used in a particular paragraph or group of paragraphs.
5. What patterns are not used? Where, if anywhere, might one of these patterns serve the writer’s purpose?
6. Review the essay’s topic sentences. Is the wording of each topic sentence consistent with the particular pattern that structures the paragraph? If not, suggest possible ways some of the topic sentences might be reworded.