

Issue Proposal Peer Review Prompt

English 1302: Rhetoric and Composition II

Writer:

Reviewer:

Introduction

Early in the paper, the writer should incorporate what “they say” by situating his/her paper as a response to the conversation surrounding the issue he/she has selected. The writer should also state a thesis that previews what he/she will be discussing in his/her paper and why it is appropriate for a semester of sustained research. Finally, the writer should make it clear why the issue matters by answering the “Who cares?” and “So what?” questions.

Are all these elements clear to you? If so, prove it by repeating these elements back to the writer (feel free to quote the writer directly in your response). If not, describe what is missing and suggest some options for how the writer might go about satisfying these elements of the assignment.

What the Writer Knows

The writer should explain what he/she knows about the issue already, how he/she acquired that knowledge, and why he/she finds the issue compelling.

Are these explanations sufficient? If so, summarize them and explain why they are effective. If not, explain what is lacking and suggest how the writer might go about providing fuller explanations.

What the Writer Doesn't Know

The writer should list the main questions he/she wants to pursue over the course of the semester, how he/she would answer these questions right now, where he/she plans to look for more information.

Are these elements addressed sufficiently? If so, summarize them and explain why they are effective. If not, explain what is lacking and suggest how the writer might go about addressing these deficiencies.

Interested Audiences

The writer should describe audiences that are interested in the issue and people who are likely to be allies and opponents.

Does the writer adequately describe such stakeholders? If so, summarize these descriptions and explain why they are effective. If not, explain what is lacking and suggest how the writer might provide fuller descriptions.

Mapping the Issue Peer Review Prompt

English 1302: Rhetoric and Composition II

Writer:

Reviewer:

Introduction

Early on, the writer should incorporate what “they say” by situating his/her paper as a response to the conversation surrounding a controversial issue. He/she should also provide a thesis that promises to describe the most significant positions on that issue. Finally, the writer should make it clear to whom his/her paper matters (“Who cares?”) and why (“So what?”).

Are all these elements clear to you? If so, prove it by repeating these elements back to the writer (feel free to quote the writer directly in your response). If not, suggest some options for how the writer might go about satisfying these elements of the assignment.

Background

The writer should provide readers with some background on the controversy, explaining what caused the issue, what prompted past and present interest in it, and who is interested in the issue and why.

Are these explanations apparent? If so, briefly summarize them (feel free to quote the writer directly). If not, let the writer know which parts of the background information you find missing.

Description/Summary

For at least three positions, the writer should describe advocates’ main claims, supporting reasons, and evidence. He/she should also describe points of intersection and diversion between positions, the points on which advocates agree and disagree, and the reasons for disagreement. Finally, for each position the writer should summarize at least one outside source.

Has the writer included all this information for each position mentioned? If so, briefly summarize the elements for each position. If not, explain what elements you find missing from which positions.

Researched Position Paper Peer Review Prompt

English 1302: Rhetoric and Composition II

Writer:

Reviewer:

Introduction

Early in the paper, the writer should incorporate what “they say” by situating his/her argument as a response to the conversation surrounding a controversial issue. He/she should also provide a clear statement of his/her claim and reasons. Finally, the writer should make it clear to whom his/her argument matters (“Who cares?”) and why (“So what?”).

Are all these elements clear to you? If so, prove it by repeating these elements back to the writer (feel free to quote the writer directly in your response). If not, describe what is missing and suggest some options for how the writer might go about satisfying these elements of the assignment.

Evidence

For each of the writer’s supporting reasons, he/she should provide sufficient evidence (in the form of personal experiences, observations, reasoning, and/or information from outside sources) to persuade his/her intended audience of the truth of those reasons.

Does the writer provide sufficient evidence for his/her first reason? If so, describe that evidence and explain why it is persuasive. If not, explain why the writer’s evidence is insufficient and describe the type of evidence he/she needs to provide in order to fully support the reason.

Repeat this process for each additional reason.

Counterarguments

At some point the writer should (1) name and describe an opponent, (2) describe that opponent’s argument fairly, (3) identify any areas of agreement, and (4) respond with a rebuttal.

Does the writer respond adequately to an opponent? If so, summarize the four moves listed above and explain why they are effective. If not, explain what is lacking and suggest how the writer might go about executing these moves more effectively.