

## Peer Editing Sheet/Checklist – ROUND TWO

### *Style and Content*

If possible, use a pencil for editing and commenting on the essay.

If anything from the checklist is **missing, unclear, or underdeveloped**, make comments in the margins of the essay you are editing.

- Introduction: (check all that apply)
  - Includes context: provides the information the reader will need to understand the topic and how it relates to the Capstone project.
  - Includes a clear thesis statement that details the paper's purpose
  - Does it have "style"? See questions below:
    1. What does the intro sound like? Is it simplistic or mature? Explain.
    2. Does the writer use any figurative language? List examples:
    3. What words begin each sentence? List the first 2-3 words of each sentence below. Highlight any redundancies.

With your responses to the above questions in mind, now you can make judgements on the following:

- Inviting
- Interesting
- Not "wordy"
- Comments:

- Body Paragraph One: (check all that apply)

- Clear topic sentence that relates with thesis
- Contains at least one specific citation

What type? Circle one:

Short direct quote

Long quote

Paraphrase

- Citation is correctly formatted, punctuated, etc. See attached sheet.

1. Look at the quote(s). How many did they use? \_\_\_\_\_

2. Is each quote cleverly weaved into the analysis? Or is it just plopped in?

3. Does the writer then say, "This quote means" or some other similar, simplistic phrase? YES or NO -- If yes, offer suggestions for improvement below:

- Contains effective analysis/explanation - tells the reader what is significant or important about the information.

4. Does the paragraph end with a quote? YES or NO (a YES answer is no good... because then there's no closing sentence! See the next item in the checklist...)

- Clear closing sentence

- Comments:

Any source information that you provide in-text must correspond to the source information on the Works Cited page. More specifically, whatever signal word or phrase you provide to your readers in the text, must be the first thing that appears on the left-hand margin of the corresponding entry in the Works Cited List.

- Body Paragraph Two: (check all that apply)
  - Clear topic sentence that relates with thesis
  - Contains at least one specific citation
    - What type? Circle one:
      - Short direct quote
      - Long quote
      - Paraphrase
  - Citation is correctly formatted, punctuated, etc. See attached sheet.
    - 5. Look at the quote(s). How many did they use? \_\_\_\_\_
    - 6. Is each quote cleverly weaved into the analysis? Or is it just plopped in?
    - 7. Does the writer then say, "This quote means" or some other similar, simplistic phrase? YES or NO -- If yes, offer suggestions for improvement below:
  - Contains effective analysis/explanation - tells the reader what is significant or important about the information.
    - 8. Does the paragraph end with a quote? YES or NO (a YES answer is no good... because then there's no closing sentence! See the next item in the checklist...)
  - Clear closing sentence
  - Comments:

- Body Paragraph Three: (check all that apply)
  - Clear topic sentence that relates with thesis
  - Contains at least one specific citation
    - What type? Circle one:
      - Short direct quote
      - Long quote
      - Paraphrase
  - Citation is correctly formatted, punctuated, etc. See attached sheet.
    - 9. Look at the quote(s). How many did they use? \_\_\_\_\_
    - 10. Is each quote cleverly weaved into the analysis? Or is it just plopped in?
    - 11. Does the writer then say, "This quote means" or some other similar, simplistic phrase? YES or NO -- If yes, offer suggestions for improvement below:
  - Contains effective analysis/explanation - tells the reader what is significant or important about the information.
    - 12. Does the paragraph end with a quote? YES or NO (a YES answer is no good... because then there's no closing sentence! See the next item in the checklist...)
  - Clear closing sentence
  - Comments:

- Body Paragraph Four [if applicable]: (check all that apply)
  - Clear topic sentence that relates with thesis
  - Contains at least one specific citation
    - What type? Circle one:
      - Short direct quote
      - Long quote
      - Paraphrase
  - Citation is correctly formatted, punctuated, etc. See attached sheet.
    - 13. Look at the quote(s). How many did they use? \_\_\_\_\_
    - 14. Is each quote cleverly weaved into the analysis? Or is it just plopped in?
    - 15. Does the writer then say, "This quote means" or some other similar, simplistic phrase? YES or NO -- If yes, offer suggestions for improvement below:
  - Contains effective analysis/explanation - tells the reader what is significant or important about the information.
    - 16. Does the paragraph end with a quote? YES or NO (a YES answer is no good... because then there's no closing sentence! See the next item in the checklist...)
  - Clear closing sentence
  - Comments:

*\*For additional body paragraphs, grab extra sheets from my podium.*

- Conclusion: (check all that apply)
  - Refers back to the Thesis statement - clearly reworded
  - Briefly summarizes main points with fresh wording (not redundant)
  - Makes connections for the reader.
  - Clear, interesting, thought-provoking ending.
  - Comments:

- Works Cited: (check all that apply)

- Titled "Works Cited"
- Alphabetized

Proper MLA format:

- Double-spaced
- Second and subsequent lines of citations indented by 0.5 inches to create a hanging indent.
- Online sources include URL's
- There is at least ONE non-internet source
- Comments:

Any source information that you provide in-text must correspond to the source information on the Works Cited page. More specifically, whatever signal word or phrase you provide to your readers in the text, must be the first thing that appears on the left-hand margin of the corresponding entry in the Works Cited List.

Overall perception of paper:

Recommendations: