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I. From the Author

1. Take a minute to write down 1-3 things you're specifically looking for help/feedback with.

II. From the Peer Editor

2. What is the thesis statement, in your own words?
3. Is the thesis statement clearly stated in the introduction? Y/N
4. Is the thesis statement a normative and/or critical argument, and not just a statement of empirical fact? Y/N
  - a. Could you imagine a reasonable person disagreeing with its claims? Y/N
5. Is the structure of the argument clear, and does the outline of the structure in the introductory paragraph (if there is one) correspond to how it unfolds in the body of the paper? You may want to underline or number each argument to see if they correspond.  
Y/N - Elaborate below
6. Does the author engage with one or more theorists from our syllabus or otherwise relevant to our course's themes? Y/N
7. Does the author successfully engage with the theory/theories they're considering and analyzing? Or do they disagree with a theory without making clear the flaws in that theory's reasoning, or agree with a theory without adding their own touch?  
Y/N - Elaborate below
8. Does the author support her argument with reasons/sub-arguments?  
Y/N - Elaborate below
9. Are these reasons clear? If not, comment where they could be clearer on the paper, and how.  
Y/N - Elaborate below
10. Do the reasons support the conclusion of the thesis and paper? That is, is the main argument likely to be true if the reasons the author gives are true?  
Y/N - Elaborate below

11. Does the author use appropriate textual support, turning to evidence from existing theories when analyzing those theories and ultimately forming their own responses?  
Y/N - Elaborate below
12. Does the author demonstrate understanding of the texts she's citing?  
Y/N - Elaborate below
13. Does the author consider and respond to a possible counterargument to their claim(s)? If so, mark this on the paper. This is not required but will make sense for some papers, especially where there is an argument whose detractors we have studied in this course.  
Y/N - Elaborate below
14. Does the conclusion actually conclude the paper, tying up any loose ends and analyzing the implications and possible applications of the arguments of the paper to other areas and issues? Does the conclusion match the thesis statement, or does it seem like the author changed their mind while writing the paper and never got around to revising the thesis statement to match?  
Y/N - Elaborate below
15. What is the biggest unresolved question in the draft?
16. What is the biggest strength of the draft?
17. Is the paper 6-7 pages, written in Times New Roman, size 12, double-spaced, with 1-inch margins (as far as you can tell)? Y/N
18. Does the author define any terms that it would be appropriate to define (general terms whose definitions are not generally agreed upon, or new/unusual terms)?  
Y/N - Elaborate below
19. Does the author use a consistent citation style, cite all of their sources, and include page number citations every time she quotes a source or paraphrases an author's specific idea?  
a. This was not required for the rough draft but will be required for the final paper.  
Y/N - Elaborate below

20. Is the paper free of the common mechanical errors listed at the bottom of this worksheet? If not, mark errors where you see them on the paper.
- Margins bigger than 1” top and bottom and 1.25” left and right
  - More or less than double space
  - Font larger than Times New Roman 12 pt. font
  - Spelling mistakes
  - Going above or below the page count
  - Not including a works cited/reference citation or endnote/footnote citations
  - Grammar mistakes. Common mistakes include:
    - Parallelism
      - Parallel sentences: I went to the park to walk my dog, see my friends, and get some fresh air. / One should never toot one’s own horn.
      - Incorrect sentence: I went to the park to walk my dog, saw my friends, and got some fresh air. / One should never toot your own horn.
    - Comma splices
      - Incorrect use of a comma: I love writing papers, I will start writing this paper early.
      - Correct use of a comma: Because I love writing papers, I will start writing this paper early. / I love writing papers; I will start writing this paper early.
  - Hyperbole and exaggerated claims that cannot be backed up
    - Avoid phrases such as “since the dawn of time” or “throughout history”
    - Avoid long introduction paragraphs that aren’t leading the reader into your specific argument
  - Incorrect punctuation. Here are correct usages:
    - “This is the correct placement of a comma and a quotation,” she said.
    - She told me, “[t]his is the correct placement of a period and a quotation.”
    - “This is the correct placement of an exclamation point that is included in a quotation!” she said.
    - She screamed, “[t]his is the correct placement of an exclamation point that is not included in the original quotation”!
    - “Is this the correct placement of a question mark that is included in a quotation?” she asked.
    - Did she tell me that “[t]his is the correct placement of an exclamation point that is not included in the original quotation”?
    - She told me that she likes to write sentences with correct punctuation; remind everyone that “[t]his is the correct placement of a semicolon that you add to the original quotation”; and give page numbers for all her citations, she said.
    - If you’re quoting a source and giving parenthetical citations, then “the same rules as in the above examples apply, but the parentheses go before the period at the end of the sentence or the semicolon at the end of the thought” (Britt 2017).
    - If you’re quoting a source and giving footnote or endnote citations, then “the same rules as in the above examples apply, but the footnote/endnote is the last thing at the end of the sentence or the end of the thought.”<sup>1</sup>
    - In general, “quotations with parenthetical citations work like this” (Britt 2017).

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<sup>1</sup> Britt 2017.

- In general, “quotations with footnote/endnote citations work like this.”<sup>2</sup>
- Contractions (don’t, won’t, wouldn’t, etc.)
- Using past tense. As a rule, when discussing long-dead and contemporary authors alike, it is best to stay in present tense (with some exceptions)
- Using the thesaurus. Best to avoid, unless there’s that one word that you’re trying to remember. Otherwise, your writing will likely sound stiff
- Ask yourself: do I really need to use the word “societal” instead of “social”? Chances are social works just as well and is less clunky.

### Paper Grading Rubric

You will be graded on the following criteria:

- 1) A strong thesis statement
- 2) Support for your argument using references (paraphrasing and quotations) to the text, including page numbers. You should use long and block quotations sparingly; you are making an argument, not copying the theory into your paper wholesale.
- 3) The clarity and organization of your writing

	1) Thesis	2) Support for argument	3) Clarity and organization
<b>An A paper:</b>	Has a strong thesis that lays out the normative and/or critical argument (in the introduction paragraph)	Has several body paragraphs or sections, each representing a different supporting claim from your thesis, each with sufficient textual evidence and page numbers	Is clearly written with minimal technical mistakes and is well-organized
<b>A B paper:</b>	Has a thesis that answers the question but is hard to find and/or is weak	Has body paragraphs with some textual support for the thesis; quotes might overshadow the paper’s argument	Is either fairly clearly written and fairly well-organized, clearly written but poorly organized, or not clearly written but well-organized
<b>A C paper:</b>	Has a thesis that does not answer the question, is weak, or contains only summary and no analysis	Either uses too many or too long quotes, overshadowing the argument, uses insufficient textual evidence, or only summarizes the text	Is poorly written and poorly organized
<b>A D paper:</b>	Has a thesis that does not answer the question or has no discernable thesis	Has insufficient textual evidence	Is difficult to understand and poorly organized
<b>An F paper:</b>	Has no thesis and does not answer the question	Has no evidence for an argument from the text	Is difficult to understand and has no organizational structure

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<sup>2</sup> Ibid. (Ibid. is short for ibidem, which in Latin means “in the same place” and in citation language means “same as the above citation.”)