Rhetorical Analysis Peer Revision

Essay Writer: ____________________________ Peer Reviewer: ____________________________ Period: ______

AP Goal from the College Board: Produce expository, analytical, and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations, and clear transitions.

Objective: Review a Rhetorical Analysis essay for content.

Part 1: Highlight and analyze

INTRODUCTION:

 ☉ Highlight or underline the THESIS in GREEN.
   o Is the introduction short and concise or long-winded? Provide constructive feedback to the writer: ________
   o Does the thesis statement follow the frame provided to you?  Yes/No (Circle one)
   o Is there anything missing from the introduction? CHECK ALL THAT ARE MISSING.
     ☐ SUBJECT ☐ OCCASION ☐ AUDIENCE ☐ PURPOSE ☐ SPEAKER ☐ TONE

BODY PARAGRAPH 1:

 ☉ Highlight or underline the TOPIC SENTENCE in GREEN.
 ☉ Highlight or underline the TEXTUAL EVIDENCE (quotation, paraphrase, and summary) in YELLOW.
 ☉ Highlight or underline the ANALYSIS (explanation and elaboration of TEXTUAL EVIDENCE and why it is significant) in BLUE.
   o There should be at least two sentences of analysis/commentary for every one sentence of concrete detail. Did the writer follow this format?  Yes / No
   o Next to each set of two sentences of commentary in your essay, draw a ✓+ if the writer explained and analyzed how the writer used the device and/or appeal to help deliver the message of the passage.
   o If the writer simply summarized the message, then draw a ✓- next to the summary.

 ☉ Highlight the CONCLUDING SENTENCE in GREEN.
   o Does the writer provide a closing sentence that connects to THOREAU’s overall thesis (stated in the writer’s introduction paragraph) and begins the transition to the next body paragraph? Draw a ✓+ or a ✓- to provide feedback to the writer you are evaluating.
   o Did the writer choose the BEST strategy/device demonstrating what THOREAU DOES in the passage? Yes / No
   o Does the writer use [hanging quotes or weave quotes within a sentence]? Circle one  (Hanging quotes are bad. You need to introduce quotes or weave them into sentences.)
   o Draw boxes around all transition words/phrases/signal words.

BODY PARAGRAPH 2:

 ☉ Highlight or underline the TOPIC SENTENCE in GREEN.
 ☉ Highlight or underline the TEXTUAL EVIDENCE (quotation, paraphrase, and summary) in YELLOW.
 ☉ Highlight or underline the ANALYSIS (explanation and elaboration of TEXTUAL EVIDENCE and why it is significant) in BLUE.
   o There should be at least two sentences of analysis/commentary for every one sentence of concrete detail. Did the writer follow this format?  Yes / No
   o Next to each set of two sentences of commentary in your essay, draw a ✓+ if the writer explained and analyzed how the writer used the device and/or appeal to help deliver the message of the passage.
   o If the writer simply summarized the message, then draw a ✓- next to the summary.

 ☉ Highlight the CONCLUDING SENTENCE in GREEN.
   o Does the writer provide a closing sentence that connects to THOREAU’s overall thesis (stated in the writer’s introduction paragraph) and begins the transition to the next body paragraph? Draw a ✓+ or a ✓- to provide feedback to the writer you are evaluating.
   o Did the writer choose the BEST strategy/device demonstrating what THOREAU DOES in the passage? Yes / No
   o Does the writer use [hanging quotes or weave quotes within a sentence]? Circle one  (Hanging quotes are bad. You need to introduce quotes or weave them into sentences.)
   o Draw boxes around all transition words/phrases/signal words.
BODY PARAGRAPH 3:

- Highlight or underline the TOPIC SENTENCE in GREEN.
- Highlight or underline the TEXTUAL EVIDENCE (quotation, paraphrase, and summary) in YELLOW.
- Highlight or underline the ANALYSIS (explanation and elaboration of TEXTUAL EVIDENCE and why it is significant) in BLUE.
  - There should be at least two sentences of analysis/commentary for every one sentence of concrete detail. Did the writer follow this format? Yes / No
  - Next to each set of two sentences of commentary in your essay, draw a √+ if the writer explained and analyzed how the writer used the device and/or appeal to help deliver the message of the passage.
  - If the writer simply summarized the message, then draw a √- next to the summary.
- Highlight the CONCLUDING SENTENCE in GREEN.
  - Does the writer provide a closing sentence that connects to THOREAU's overall thesis (stated in the writer’s introduction paragraph) and begins the transition to the next body paragraph? Draw a √+ or a √- to provide feedback to the writer you are evaluating.
- Did the writer choose the BEST strategy/device demonstrating what THOREAU DOES in the passage? Yes / No
- Does the writer use [hanging quotes or weave quotes within a sentence]? Circle one (Hanging quotes are bad. You need to introduce quotes or weave them into sentences.)
- Draw boxes around all transition words/phrases/signal words.

CONCLUSION:

- Did the writer recap the major assertion by THOREAU? Yes / No
- Did the writer review the rhetorical strategies/devices showcased in this essay? Yes / No
- Did the writer reference the audience or purpose in the conclusion? Yes / No

Part 2: Grammar and Sentence Structure

Sentence Structure

- **Meaning**: As far as you can determine, has the writer conveyed the idea intended by Twain well? Did your peer misread the Twain essay?
- **Clarity**: Are ALL the sentence clear? Can the essay be understood on the first reading?
- **Coherence**: Do the various parts of the sentence fit together logically and smoothly?
- **Emphasis**: Are key words and phrases put in emphatic positions (usually at the very end or at the very beginning of the sentence)?
- **Conciseness**: Does the sentence clearly express an idea without wasting words?
- **Rhythm**: Do the sentences flow, or is the essay marked by awkward interruptions to the rhythms of the essay? Do the interruptions help to emphasize key points (an effective technique), or do they merely distract (an ineffective technique)?

Provide constructive feedback by using the terms meaning, clarity, coherence, emphasis, conciseness, and rhythm to describe the effectiveness of the writer's sentence structure. Please mention sentence fragments or run-ons if you have noticed them:

- ...
- ...
- ...
- ...

- Go through the essay and **LOOK FOR SPELLING ERRORS**.
  - UNDERLINE ALL SPELLING ERRORS. WRITE “SP” UNDER THE LINE TO LABEL SPELLING ERROR.
- Does the writer:
  - Write in **first or second person**? Yes / No YOU NEVER WANT TO USE FIRST OR SECOND PERSON PERSPECTIVE
  - Make **off-topic** references? Yes / No