English 10H – Research Paper, Peer Editing Name

**Editing Exercise**

Necessary supplies: one highlighter (any color) and two colored pencils (different colors from each other)

Find and highlight the claim. Rewrite it below in YOUR OWN WORDS.

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| Claim:  |

In the space below, describe your understanding of the relationship between the hook and the claim. Is the connection compelling to you? Is the hook engaging? Clear?

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Highlight the opening and closing sentences of each of your body paragraphs. For each highlighted sentence, ask yourself the following questions:

* Does it introduce a topic?
* Does it transition from a previous topic?
* Does it summarize the information in the paragraph?
* Does it connect a topic to your claim?

If you can answer YES to at least one of these questions, put a check next to the highlighted sentence. If you cannot, put an X next to the highlighted sentence as a reminder to the author to add an opening or closing sentence that introduces a topic, connects a topic to a claim, transitions to a new topic, and / or summarizes a topic that s/he just discussed. Pick one spot in the paper where an opening or closing sentence should be revise or added. Write a star in that spot on the paper, and write a replacement or addition sentence that should go there in the space below.

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Reread the body of the essay. Next to each paragraph, write a short phrase that describes the primary purpose of that particular paragraph. If the primary purpose of the paragraph is unclear, put a question mark next to the paragraph. **The primary purpose of each body paragraph should be readily apparent to the reader.**

Color #1: Color #2:

Put a circle around every direct quotation or specific piece of evidence from the body paragraphs using color #1.

For each “unit” of evidence, find the spot where this piece of evidence is cited, whether it is a parenthetical or in text citation, and using color #2, draw an arrow from the evidence to the citation. If there is not a clear citation for the piece of evidence, put a question mark next to the evidence.

 Look at the final paragraph.

* Does it open with a brief summary of the content of the essay that is worded differently from the way that it was presented the first time around? \_\_\_\_
* Does it conclude with an interesting statement that steps back and reflects on the broad significance of the topic? This should be the answer to the “so what” or “who cares” question. \_\_\_\_\_

Review the information on both sides of this sheet. In the space below, make a list of at least five specific things that this author should to do to improve the essay.

If you still have extra time, review the essay for spelling, grammar, etc. Staple this to the draft. Make revisions between now and Thursday, and bring a fresh copy of the essay to class on Thursday for one last round of corrections and editing before you turn in the final paper on Friday (turnitin and hard copy).