

Essay Peer Editing

Standards:

4. Students will be able to give constructive ideas and feedback when working with others. (developing process skill)

Task:

Based on what you have learned and practiced about editing, it is pretty clear that just having your own eyes review something you have written is not enough. After reading the same piece of writing ten times, your eyes start to glaze over and mistakes are missed. We've also seen how something that makes sense to us, may not be sending as clear a message as we think to others. Since the organ donation persuasive essay is one of your culminating works for the year, it is important that you not only self-edit your piece, but allow others to look at it as well.

Today's task is to put your skills on persuasion, editing, and writing to use. You will be editing one of your classmates' essays. Keep in mind, someone will be looking at your work to help you, so be sure to put in the same effort into the one you are editing as you would want someone to put into editing yours. Use the same technique we have been using through this unit by folding a piece of paper into thirds. Title the left section as "Compliments," the middle "Suggestions," and the right side as "Corrections." Again, mark any small grammar, spelling, or punctuation errors directly on their essay. Bigger areas that need improvement can be written on the chart. You are here to help each other work out any final kinks that may remain. Be thorough; I will be looking at your comments.

Criteria:

As you deconstruct your peer's essay, I will be looking for insight on the following:

- specific and useful feedback on whether or not there is a clearly written claim
- specific and useful feedback on the supporting reasons your peer gave
- specific and useful feedback on the evidence given
- helpful comments on their use of ethos, pathos, and logos
- meaningful feedback in each of the 3 columns on the editing sheet
- corrections on small grammar, spelling, or punctuation errors directly on your peer's essay

Rubric:

Criteria	Wt.	3	2	1	Total
<i>Claim Feedback</i>		-useful insights	X	-comments not useful to peer	
<i>Supporting Reasons Feedback</i>	X2	-comments are helpful to peer	-some comments are helpful to peer	-few or no comments are helpful to peer	
<i>Supporting Evidence Feedback</i>	X2	-comments are helpful to peer	-some comments are helpful to peer	-few or no comments are helpful to peer	
<i>Ethos, Pathos, Logos Feedback</i>	X2	-useful comments for each appeal	-useful comments for 2 appeals	-useful comments for 1 or none of the appeals	
<i>Compliments, Suggestions, and Corrections Sheet</i>		-many meaningful comments given	-a few meaningful comments are given	-no meaningful comments are given	
<i>Direct corrections on essay</i>		-corrections made on peer's essay are mostly accurate	-some corrections made on essay are accurate	-little to no corrections on essay are accurate	

Comments:**Total:_____/27**