For this particular peer critique workshop, we will work on strengthening the analysis—in particular, the claims, evidence, and discussions. In your group, determine how you will divide the work and also discuss and agree upon what you expect from your peers. Remember, you will be graded for the quality of your response. Respond to the following prompts:

1. **Introduction**: Use one of the colors to highlight what you believe their thesis to be.

   - Does the intro give a brief but clear idea of what is to follow? Yes____ No____ Somewhat____
   - Does the thesis statement present a strong analytical argument? Yes____ No____ Somewhat____

2. Using three different-colored highlighters, highlight 1) the claim (point) in one color, 2) the evidence (illustration) in another color, and 3) the discussion (explanation) in the third color for every body paragraph (ignoring the introduction and the conclusion). Then answer the following questions for each paragraph (repeat step 2 for every paragraph).

   - **Paragraph 1**
     - Is it a strong point (claim)? Yes____ No____ Somewhat____
     - How strong is the point? Circle: 5 (strong) → 1(weak)
       - 5 4 3 2 1
     - Does the point focus on analyzing the text (vs. the situation)? Yes____ No____ Somewhat____
     - Is there ample illustration (evidence)? Yes____ No____ Somewhat____
     - Does the illustration support the point? Yes____ No____ Somewhat____
     - Is there ample explanation (discussion)? Yes____ No____ Somewhat____
     - Does the explanation explain the point and illustration? Yes____ No____ Somewhat____
     - Does the explanation section sufficiently analyze the text? Yes____ No____ Somewhat____

   - What suggestions do you have for the author? ___________________________________________________________
     ______________________________________________________________________________________
     ______________________________________________________________________________________

   - **Paragraph 2**
     - Is it a strong point (claim)? Yes____ No____ Somewhat____
     - How strong is the point? Circle: 5 (strong) → 1(weak)
       - 5 4 3 2 1
     - Does the point focus on analyzing the text (vs. the situation)? Yes____ No____ Somewhat____
     - Is there ample illustration (evidence)? Yes____ No____ Somewhat____
     - Does the illustration support the point? Yes____ No____ Somewhat____
     - Is there ample explanation (discussion)? Yes____ No____ Somewhat____
     - Does the explanation explain the point and illustration? Yes____ No____ Somewhat____
     - Does the explanation section sufficiently analyze the text? Yes____ No____ Somewhat____

   - What suggestions do you have for the author? ___________________________________________________________
     ______________________________________________________________________________________
     ______________________________________________________________________________________

---

**Instructor Sung Ohm**

**English 101 – 62**

**New Start Summer Program 2005**
**Paragraph 3**

Is it a strong point (claim)?

How strong is the point? Circle: 5 (strong) → 1(weak)

Does the point focus on analyzing the text (vs. the situation)?

Is there ample illustration (evidence)?

Does the illustration support the point?

Is there ample explanation (discussion)?

Does the explanation explain the point and illustration?

Does the explanation section sufficiently analyze the text?

What suggestions do you have for the author? ____________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

**Paragraph 4**

Is it a strong point (claim)?

How strong is the point? Circle: 5 (strong) → 1(weak)

Does the point focus on analyzing the text (vs. the situation)?

Is there ample illustration (evidence)?

Does the illustration support the point?

Is there ample explanation (discussion)?

Does the explanation explain the point and illustration?

Does the explanation section sufficiently analyze the text?

What suggestions do you have for the author? ____________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

3. **Conclusion**: The conclusion should leave readers with a clear idea what the paper has proven. Does the conclusion give you a sense of what the paper has proven as well as the writer’s overall point?

What suggestions do you have for the conclusion? ___________________________________________________________________
_________________________________________________________________________________

4. Provide the writer with what they need to do next in order for this paper to be even stronger. Discuss the quality of their research (do they have strong credible academic and expert sources?). Remember to be extremely critical of their work as it will benefit them:

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________