

project 4. peer review guidelines.

agenda

Read the paper from start to finish without making notes. Make a mental picture of its progress: What intellectual work does the paper attempt to accomplish? How are its parts arranged? What does it address first, second, third, etc.? How does it conclude? Then, in a sentence or two, say what you believe is its central agenda?

racism defined

Using blue, highlight the sentences that, for the purposes of the essay, define *racism*. Is it conceptualized as *systemic*? *institutional*? *white supremacy*? *white privilege*? or something else? Does the writer say why he/she prefers this particular term? Do you suggest that the writer clarify his/her preference? Is the term consistently used throughout the essay? Might the writer make use of a scholar's definition of a concept in order to enhance this section?

problem identified

Using yellow, highlight the sentences where the writer identifies what white Americans deserve to understand better or differently about racism. Would you ask the writer to extend or enhance these sections in any way so that the problem becomes more focused, more exactly specified?

say more, please

Using pink, highlight any sentences that seem incomplete, that call for an example or a reason to follow, but none appears. For instance, if the writer says: "Today, many white Americans think that racism has ended," and stopped there, the reader would likely say: "Why so?" "What's led you to that conclusion?" "Explain yourself." "Give me an example from your reading or your experience." Most often, these will be sentences that offer a generalization, but you believe that the paper will be enriched if the writer extended his/her thought.

strongest sentence

Using green, highlight what you judge to be the strongest sentence in the paper. This will likely be a tough call. What do you admire about it? What does it accomplish especially well? Why might you like to see more such sentences in the paper?

personalization

Be prepared to talk with the writer about the degree to which you sense that this is an essay that takes a personal investment in its subject. What has the writer done to "own" this assignment, to put his/her mark on the essay? If this seems diminished, how might the writer reach for this quality differently? What would you suggest be added or enriched so that readers come to see the essay as put together by a person who has a particular take on the issue, or who has read materials on the subject in a particular way, or whose experiences inflect the project's key ideas in a certain fashion?