

project 3 | peer review guidelines

Your primary role is to help you partner compose the very best argument that he/she can. To do this, you'll need to act both critically and collaboratively. Take some time this morning to familiarize yourself with the draft. Without making notes, read the paper from start to finish two times. Your partner will appreciate this level of attention. You'll get a good sense of what your partner wants to accomplish, and your advice about how to reach this goal will be sharp and constructive. After you've completed your reading and re-reading, please turn to these elements. Before you begin, draw a line between the end of the introductory section and the beginning of the body of the essay, and draw another line between the end of the body of the argument and the beginning of the concluding section.

central claim

Highlight in **green** what you take to be the central claim. Does this weighty sentence both offer the writer's stance on the question regarding the effect of *Between the World and Me* (as realistic or pessimistic) and summarize the writer's reason(s) in support of this stance ("I find *Between the World and Me* to offer a realistic/pessimistic depiction of African American life because Y and Z."). [The writer need not use the exact terms "realistic" or "pessimistic".]

reasons

Highlight in **yellow** the sentences where reasons are given. Number these (1, 2, 3...). Consider the order in which they are presented. Be prepared to tell the writer why you find their present ordering logical, or advise the writer to change their order, and explain your logic for that recommendation. Do some reasons seem strong, but others less so? Would you suggest that the writer drop certain reasons in favor of new ones that will be more convincing?

textual evidence

Highlight in **pink** each term, phrase, or passage the writer quotes from *Between the World and Me*. How apt is each of these in providing evidence of a point the writer makes? Can you recommend an alternative passage? In some cases, would evidentiary support be stronger if the writer were to locate more than one piece of textual evidence in support of a point?

counterclaims

Underline any sentences where counterclaims are offered. Notice how the writer attends to these (simply recognized, conceded, refuted). To strengthen the essay, would you suggest that the writer attend differently to any of them? Would it be useful if counterclaims were attached to readers who offered them (Rogers, or respondents in *The Atlantic*)?

key recommendations

Looking back over the draft, what are the two or three most important aspects of the draft that you would like the writer to work on? Be prepared to discuss these at the draft conference next week. These should be areas that will require some rethinking and substantive work on the writer's part, not simple fixes or matters of editing. Be prepared to say as much as you can about choices the writer will need to make, or any ideas you have about how to carry out your recommendation.