

Peer-Editing Instructions, Literary Analysis– Theory Proving

Task One: Decide on colors for your story group/ pair, so that the colors are different when you edit.

Task Two: Whisper read through the entire analysis paragraph in front of you. Make sure that the essay follows the academic paragraph structure (TS, CX, CD, CMx3, CX, CD, CMx3, CS) and that the ideas make sense. Choose any areas that are confusing, highlight where they seem confusing, and create a comment explaining that they are confusing.

Task Three: Check to see that there are four quotations included and that no sentences begin with quotations. They should be blended in with their own words smoothly, so that if the sentence was read with one's eyes closed, you wouldn't even notice the quotation marks. Suggest a way to blend if blends do not exist.

Task Four: Relevance check. Do the quotations directly help to support the topic sentence? If not, look through the story itself and suggest possible others that would help support the theory created.

Task Five: Commentary check. Check to see if the sentences following quotations actually add insight that goes beyond what is stated in the story, and that they help add to the overall claim/ theory (topic sentence). If not, please edit and fix, in your specific color chosen.

Task Six: Transitions. Make sure sentence ideas connect to each other. Words such as “this” and “similarly” can be extremely helpful to connect ideas. If not, suggest transitions that work.

Task Five: Now, you should work with your own original paragraph. Complete the following:

1. Fix errors, according to student suggestions.
2. Whisper read it out loud. Notice whether it is choppy or not, and work on varying sentence structure. Avoid beginning too many sentences with the same word.
3. Change anything that strikes you as awkward or confusing or that your peers may have marked as awkward or confusing.
4. Avoid DEAD words such as: a lot, pretty (as in “pretty cool” or a “pretty flower”), very (as in “very big” or “very ginormous”), big (it's weak!), you (generic you, as in “Imagine if you . . .”), really (as in “really awesome” or “really cool”), amazing (it's weak!), stuff (too vague/ colloquial), things (to vague/ colloquial), got (as in “I got an A” or “I got milk from the store”), so (not the conjunction, but the adjective, as in “so big” or “so cool” or using “So . . .” to begin your sentence).
5. Spice up your writing and details even more. Pretend your audience is clueless and needs all the explanations possible.
6. Find synonyms to five of your original words to change and make more vivid/ specific. Use a thesaurus if necessary. Consider what kind of emotion you would like your reader to experience. Then, find words that help create this emotional experience.