

Peer Edit Groups (based on similar interests)

Group 1 (optimists/ people lovers): Tyler, Haley, Jaime, Anthony

Group 2 (people lovers): Faith, Eli, Forrest

Group 2 (rights advocates): Beau, Rajah, Adam, Nick

Group 3 (“the fun ones”/ unique!): Octo, Dominic, Rebecca, Lily

Group 4 (“the strong ones”): Dalton, Blanca, Lily

Group 5 (“Breath of fresh air”): Britten, Coleton, Caleb, Jason

Group 6 (faith #1): Chris, Jaron, Shiloh, Jackson

Group 7 (faith #2): Mariah, Matt, Mitchell

Group 7 (faith #3): Andrew, Eric, Cameron

Group 8 (hodgepodge—did not have assignment initially when I checked in the beginning of class; may need time to catch up): AJ, Matt, Morgan, Ben,

Group 9 (may self-edit or work together, as theirs were sensitive and didn’t want shared):
Candace, Aileena, Madi, Mya

Peer-Editing Instructions

(Process will be modeled for you).

Round 1: Read through one essay of your peer in your group. Suggest an additional appropriate attention grabber. Type it in above the text and color it in PINK. If there seems to already be an attention grabber, select a different style. *One person is responsible for doing this.*

Round 2: Read through a different essay of a peer in your group. Highlight in YELLOW (by hovering over the text with your finger, releasing, and pressing “select” and dragging where you wish to highlight) two small passages that can be exploded in detail. Additionally, then create a comment where your highlight is, by pressing “select” and then “comment” ask three questions per each of the two passages you highlighting, provoking thought and detail your peers might add.

Round 3: Read through each of your peer’s essays one more time (if you’re a smaller group, edit the papers you did in round 1). Here, highlight in PINK one passage that incorporate dialogue—either of another person in the story, or of the narrators thoughts. Write down two questions for this passage, provoking thought and dialogue the peer might include.

Round 4: You should have your own original essay. Complete the following:

1. Whisper read it out loud. Notice whether it is choppy or not (most are) and work on varying sentence structure, based on last class' lesson. Avoid beginning too many sentences with the same word— unless you actually are trying to form stylistic, parallel structure.
2. Change anything that strikes you as awkward or confusing or that your peers may have marked as awkward or confusing.
3. 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).
4. Spice up your writing and details even more. Pretend you are a blind, deaf, non-smelling, non-feeling, non-tasting person. Use imagery as much as possible when relating your story.
5. Find synonyms to five of your original words to evoke emotion in your reader. Consider what kind of emotion you would like your reader to experience. Then, find words that help create this emotional experience.
6. Begin thinking about a trusted *adult* that you could explain this assignment to and have them read it over at home. Explain that this is not a traditional essay in terms of standard size paragraphs, that you are allowed to use contractions to create a narrative tone, and that you may include some fragments and run-ons in dialogue and thought. Many adults assume this should be structured like a traditional essay, when this was not the assignment.

You must also print your edited essay. The printed, edited essay should show evidence of class work, at least through steps 1-2.

If you turn in your original essay, with no engaging attention grabber, little extra detail, only the minimum of 4 sentences per body paragraphs, a random last couple sentences that don't seem to end your writing, and have fixed grammar errors, you will earn no more than a C (if that, if you're lucky).

For your final draft, you should strive to provoke emotion in the mind of your reader. Share funny, sad, or exciting stories. Use specific words (diction) to your advantage. Keep the reader interested. Use transitions to connect ideas between paragraphs. Go above and beyond the 4 sentence per body paragraph minimum. Use dialogue effectively. A solid essay with these components, smooth transitions, style and voice in your writing, and very few grammar errors will receive at or around 85% (depending on the quality), and a nearly flawless, truly compelling, detailed, impactful essay that would be worthy of winning a "This I Believe" contest will receive at or around a 95% (depending on the quality).

C or below essays will be required to be rewritten.