

Peer-Editing Instructions

(I will edit one paper in front of you before this begins).

Task One: Decide on colors for your groups of 4. One person should be blue, one red, one pink, and one yellow.

Task Two: Read through the entire essay in front of you. Make sure that there is an identifiable exposition (setting up the story with setting, characters, background, etc.), rising action (events leading up to the climax, including the major conflict), a major conflict to overcome, a climax (intense point in the story when things begin to resolve) falling action, and resolution. If you do not easily recognize these, please let the writer know by including a note in the end of the document in the color you were assigned. (All people reading must verify this, and the last person reading must list who the major characters are, what the major conflict is, what the climax is, and what the resolution is.)

Task Two: Now, mark one specific area within the story that can be expanded/ exploded with significantly more imagery and detail. Highlight in the color you were assigned (by hovering over the text with your finger, releasing, and pressing “select”, dragging where you wish to highlight, and then selecting the proper highlight color in the Style Menu) 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 for the passage you highlighting, provoking thought and detail your peers might add.

Task Three: Dialogue check. Check to see that dialogue has been included at least four times within the story. Also make sure that it has been punctuated correctly. If not, correct the punctuation (using you guidelines on punctuation as a guideline) and suggest other places that could include it (using the “comment” feature) or alter the dialogue if needed to make it more realistic.

Task Four: Mood check. Identify, at the end of your essay, in the color assigned to you, which mood was used throughout the story, and explain how you know this.

Task Five: Now, you should work with your own original story/ 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 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.
6. Make sure you've used plenty of literary devices!