

Peer Review Instructions

On a clean sheet of paper write Reader: (then fill out your name); then Writer, and leave a blank space.

Read and provide detailed answers to the following questions.

To keep on the positive side, try the following to answer the questions: “Try _____,” “Consider _____,” or “How about _____”

1. How does the intro draw you in and make you want (or not want) to read the rest of the essay?
 - a. Is there a reference to “real-life” or larger issue (growing up, love, conformity, etc.) surrounding the story? Could a personal example work for this topic? Make a suggestion or three.
 - b. Is the story title and author’s name mentioned?
 - c. Does the essay need definitions (aristocracy, heritage, fool, truth) to frame/understand the argument?
2. Copy out the thesis and division statement.
 - a. Take out the questions from the assignment (see back of this sheet). Which words in the thesis connect it to the question? Explain.
 - b. How could the divisions be made clearer or more specific?
3. Body paragraphs – answer the following questions for each paragraph
 - a. How could the topic sentence be made clearer? Which word in it connects back to the thesis? Which word connects to a division?
 - b. Is a definition or general explanation needed to frame the paragraph? In other words, what information would a reader need to understand the argument the writer is about to make? (i.e. def. of gender role reversal; how a kind person isn't a fool; how touch enables a person to open up; the connection between communication and a strong marriage)
 - c. Where is more context/information needed to introduce a quote? (who's talking; when does the quote take place; what should the reader focus on in the quote)
 - d. Where is more detail (quotes, descriptions) from the literary work needed? Could a quote be shortened?
 - e. Knowing that the explanation should connect/explain how the examples prove the topic sentence, where do you need to “see” more of the writer’s argument? Consider where a “real-life” example or analogy would help?
 - f. Where could the writer explain how the actual words (their verb tense, connotations, image patterns, tone, etc.) of the quote back up the argument of the paragraph?
 - g. Where do you lose the train of the writer’s thinking?
 - h. Where could the writer break into a new paragraph (with more development)
4. Conclusion
 - a. Does conclusion refer back to the introduction?
 - b. Does it connect with an issue currently in the news?
 - c. Is it the old, tired, dry, “repeat your main points” conclusion?
 - d. Suggestions for new conclusion?

1. What is Walker saying about heritage in "Everyday Use?" How does she prove her point? Remember to first clearly state what you think Walker's definition of heritage is. One hint is to look at whose view of heritage she seems to approve.
2. "Shiloh" portrays a relationship on the rocks. Through the actions (or inaction) of the characters, what is Mason suggesting about modern-day relationships? What, given the lives of these characters, is the problem? After first determining what this X factor is, show how the story illustrates it. Instead of just one factor, you can also argue that there are several factors.
3. In "A Rose for Emily," what is Faulkner saying about the aristocracy in the South? Is it flourishing? Withering on the vine? How can you tell? Be sure to clearly state what you think Faulkner is saying about the aristocracy.
4. One critic has brilliantly noted of Carver's later work that "the characters in these stories often come to grips with their situations and achieve, if not a state of grace, an enlightened acceptance of their lives." Your mission, should you choose to accept it, is to explain what Carver suggests is necessary to achieve this redemption. (quote from *Encyclopedia of American Literature*, [Raymond Carver entry](#) which is available at our library) Alternately, you can prove that this statement is true: that the characters do, indeed, achieve redemption.
5. How could Updike's "A&P" be read as a critique of American society? What is he criticizing?
6. Although in many ways Gimpel is a fool, much of his demeanor suggests otherwise. Write an essay which argues that Gimpel is not a fool. Remember to give your definition of what a fool is and contrast that with Gimpel.

Consider who Singer is criticizing, Gimpel, or the townspeople. Look, especially, at the final section of the story. Be sure to explain how each of your examples make him "not a fool," perhaps by contrasting him with a "real" fool.

7. A question of your own that you run by me at least a day before the essay is due.