

Peer Reviewer: \_\_\_\_\_

Writer: \_\_\_\_\_

**INTRODUCTION TO ACADEMIC WRITING: PEER REVIEW  
CONNECTION ESSAY**

Directions

1. Read your partner's paper slowly without making any marks, corrections, or comments.
2. Below, write the name of the author and title of both Source A and Source B in this paper. Source A is the first essay the writer discusses, and Source B is the second one.

Source A: \_\_\_\_\_

Source B: \_\_\_\_\_

3. Read the paper again and write in the margins where you see the following information:

- Source A- summary
- Source B- summary
- Source A- Point 1
- Source B- Point 1
- Source A- Point 2
- Source B- Point 2
- Source A- Point 3
- Source B- Point 3
- Connection/significance

(If the writer has more than three main points, continue as needed.)

4. On the essay, put a **star**★ next to the evidence from the text (paraphrase or quotes) that supports each main point (for both sources).
5. **Circle** introductions to quotes, such as
  - The author states that “ \_\_\_\_\_ ”
  - X argues that. “ \_\_\_\_\_ ”
6. **Underline** correct in-text citations. Put a **rectangle** around citations that need to be reformatted. Suggest the correct format. Put an **exclamation point !** where there are missing citations.

- Citation formatting:

❖ **MLA:** (last name #) [don't need last name if it is cited in the sentence]

- Ex: Solnit argues that “we live and die by words and ideas, and it matters desperately that we get them right” (6).
- Ex: She argues that “we live and die by words and ideas, and it matters desperately that we get them right” (Solnit 6).

❖ **APA:** (last name, year, p. #) [don't need last name if it is cited in the sentence, but need to add year after name in sentence]

- Ex: Solnit (2010) argues that “we live and die by words and ideas, and it matters desperately that we get them right” (p. 6).

- Ex: She argues that “we live and die by words and ideas, and it matters desperately that we get them right” (Solnit, 2010, p. 6).
  - ❖ The writer can use either MLA or APA, but should be consistent. If they are not, make a note of this next to where it occurs.
  - ❖ Double check spaces, periods, commas, and quotation marks around/within the quote and citation to make sure they are correct. See the examples above to verify what is correct.
7. Add additional comments to the draft, such as suggestions for grammar, organization, word choice, and phrasing; notes about parts you like; ideas you agree with; topics you wrote about too, strengths in the paper, etc. Put a **triangle**  $\Delta$  next to your favorite parts.
8. In full sentences, reflect on the following questions about your partner’s paper.
- ❖ What are the three (or more) main points of comparison and/or contrast they’ve identified between the two essays they’ve chosen? Answer in your own words.
  
  - ❖ What is the main connection/divergence (significance) of the relationship they’ve identified between the two essays they’ve chosen? Answer in your own words.
  
  - ❖ How difficult/easy was it for you to identify the information in question 3 above about the organization of the paper. Why was it challenging or easy to find? What specific suggestions do you have for your partner to revise the organization of their paper?
  
  - ❖ Where should your partner focus their revisions, and why? Be specific.
  
  - ❖ What is the greatest strength of this paper? Be specific.
9. Fill out the rubric for your partner, circling or underlining the statements that best describe the essay. Do not assign a grade. Make notes on the rubric to explain your evaluation.