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Review Author:

Assignment: Compose a review essay suitable for the audience of *Horn Book* magazine in which you provide summary & description, context information (literary, biographical, social, cultural, historical), and your own evaluation of either a pre-1985 work of Young Adult Literature OR a contemporary work of International YA. Your goal is to demonstrate and explain how informed critical attention to this work can enhance our appreciation of 1) this book, 2) its place in YA literature, and 3) what—from your perspective—this book offers contemporary teen readers in America today. Effective review essays will include close reading of passages and analysis of key features of story and discourse, discussion of information and ideas that address how it “fits” within or stretches the boundaries of Young Adult Literature, and clear criteria for evaluation.

**Total: (out of 300)**

60% (up to 180 points)
**Focus + Development** ~ Attention to Assignment Parameters, Introduction of Relevant Information from Research and Experience; Productive Development of Ideas & Examples:

20% (up to 60 points)
**Audience Awareness & Persona + Organization/Presentation** ~ Engaging Introduction → Coherent Paragraphs, Logical Flow within and between Paragraphs → Apt Conclusion)

20% (up to 60 points)
**Style + Correctness + Professionalism:** Sentence-Level Style & Clarity; Integration of Relevant Research; Editing for Correctness (punctuation, spelling, grammar) + Conventions of Format & Citation*

*Note: Essays with problematic citations will not receive a score until these problems are corrected. The option to revise without penalty applies only to essays with superficial or unintentional problems.
NAME:

Your revised essay is due 1 week after you get it back, unless we have come to some other arrangement.

Please answer the questions below and turn in this sheet along with your revised essay, the original (with my questions and comments on it) and the score sheet (on the reverse of this page).

- Large-scale changes
  To what extent have you changed your focus or approach?
  In what ways have you changed the organization of your essay?
  What sorts of material have you added or cut?
  How have your ideas evolved?

- Small-scale changes
  What sorts of sentence-level revisions (phrasing, word choice, syntax) have you made?
  What was your focus in editing (format, punctuation, proof-reading)?
  How did this revising and editing affect the effectiveness of your essay?

- What did you learn—about your topic and about writing—through the process of writing and revising this essay?
Grading Rubric for a Group Presentation
(50 points)

Accuracy & Clarity of Information (2 x point total)
1—Poor. Information is neither clear nor accurate. The content is disjointed, chaotic, and inadequate.
2—Somewhere between poor and inadequate information
3—Adequate. The information presented is usually relevant and appropriate to the purpose of the presentation. There are good details.
4—Somewhere between adequate and engaging information.
5—Engaging. Information is relevant to the purpose of the presentation. There are excellent details.

Command of Material (2 x point total)
1—Poor. The presenters struggle often to find words and read most of the presentation.
2—Somewhere between poor and adequate command of material.
3—Adequate. The speakers read from time to time, struggling occasionally to find words.
4—Somewhere between adequate and excellent command of material.
5—Excellent. The presenters use an outline to present information and read from notes in a very limited manner. Ideas are expressed fluently and naturally in the speakers’ own words, implicitly assuring the audience that the presenters know what they are talking about.

Eye Contact & Body Language (2 x point total)
1—There is essentially no eye contact, and distracting body language detracts from the presentation. The presenters read continuously, glancing up one or twice a minute. Swaying, pacing, or fidgeting distracts the audience. There is a poor use of hands (in pockets, jingling keys, playing with the pen)
2—Somewhere between no and moderate eye contact and poor to neutral body language.
3—Moderate eye contact and neutral body language. The presenters face the audience, refer to notes occasionally, and occasionally use hands and body movements appropriately, but the group members still look a little stiff or nervous.
4—Somewhere between moderate and continuous eye contact. Somewhere between neutral and engaging body language.
5—The speakers exhibit continuous eye contact and engaging body language, facing the audience and referring to notes now and again. The presenters occasionally glance at visual aids or away from the audience, and they use gestures and expressions to enhance the presentation. The group members look comfortable and natural.

Voice Qualities (2 x point total)
1—The speakers have a poor, halting, or uneven pace of voice. Listeners cannot hear all of the words because the speakers mumbling, speaking too softly, speaking too quickly, or talking in a monotone.
2—Somewhere between poor and adequate voice qualities.
3—The presenters exhibit an adequate pace and volume. They speak fairly clearly but lack sufficient variations in vocal intonation for emphasis.
4—Somewhere between adequate and excellent voice qualities.
5—The speakers have fluid, natural deliveries—the presenters speak moderately slowly with good vocal variety, articulation, and volume.

Visual Aids (2 x point total)
1—Ineffective. The visual aids are hard to read, distracting, or inadequate for the presentation.
2—Somewhere between ineffective and adequate visual aids.
3—Adequate. The visual aids are readable and informative. They enhance the presentation.
4—Somewhere between adequate and excellent visual aids.
5—Excellent visual aids. They are easy to read, attractive, and greatly enhance the presentation.
**Autobiography Essay: Critical Reading with Peer Feedback**

Read your draft slowly and clearly to your peer audience two times. Then ask the following questions and record their responses:

1. What contemporary issue does my personal experience address?

2. What seems to be my position on or attitude towards this issue? How was it shaped by my experience?

3. What percentage of the story focused on my experience? What percentage focuses on the issue? How should I adjust the emphasis in this essay?

4. What can I do to make the scenes and people in the story more vivid?

5. What additional information about the issue my experience addresses would be helpful?

6. What new information or insight does this essay offer you?

7. What do you like most about this draft?

8. What revisions do you suggest?


Peer Review Logistics
For The Reading Aloud Session

For Readers
For the writers who are reading their memos during the peer review session, they receive 10 points for the Writing Process grade automatically.

Be sure to read your paper at a moderate rate; it’s easy to start reading quickly. Take your time. If there’s a grammatical/stylistic mistake, just keep reading.

For Peer Reviewers
As you read along on the computer screen, jot down reactions, questions, and puzzlement you have. And you should also note suggestions that come to mind.

Once the writer is finished reading his or her Article Analysis Memo, there will be two to three minutes of silence for you to collect your thoughts and suggestions. After two minutes each person in the room provides feedback based from 1) and 2)—be concise and to the point while detailing specifically what you mean. You should offer constructive, helpful criticism and do so in a respectful manner:

1) Name two aspects you really enjoyed or liked about the writer’s Article Analysis Memo.

2) Provide two areas for development or weaknesses (non-grammar) that might need to be addressed before the final draft. Offer concise suggestions and recommendations.

There are a number of different aspects of the document you can comment on. Here are some examples:

- Need for more supporting evidence, details, description, and examples
- Lack of clarity with ideas or expression
- Lack of thesis or weak thesis
- Confusing passages
- Unnecessary points or details
- Organization
- Introduction
- Conclusion
Peer Review Questions

Each person should have two different drafts. Make sure each memo has proper contact information on it before you leave. You can email your comments to your peers or get them to each person at meet times you coordinate on your own.

You must get your commentary to your two people by midnight tonight 1/25.

Each peer review commentary, if done adequately, will count for five points apiece for the Writing Process grade.

You need to answer these questions in response to each Article Analysis memo:

1) Simply concisely list the main strengths (provide two) and weaknesses (provide two) of the document.

2) How can the summary at the start of memo be stronger? How can the writer provide a stronger context for the reader? Offer at least one specific recommendation/suggestion for improving the memo’s summary of the article.

3) What is the writer’s evaluative judgment (thesis) about the article? Summarize the thesis. Where is the author’s position introduced? How does the thesis need further development or refinement? Does it need to be more specific, earlier, or later? Offer at least one specific recommendation/suggestion for improving the writer’s thesis.

4) Which parts of the memo need to be explained more fully by examples, further explanation, and detail? Note specific parts of the memo (ideas, examples, etc.) that need further development. How can the writer’s evaluation of this article be more detailed? Offer at least two specific recommendations/suggestions for improvement.

5) Is this document organized logically? Can paragraphs or ideas be arranged more effectively? Suggest changes in the organization of the memo Be specific. Does the memo have effective transitions from one paragraph to another? Offer at least two specific recommendations/suggestions for improving the memo’s organization and transitions.

6) How can the conclusion provide a better sense of closure and be more interesting? Be specific. The conclusion shouldn’t be boring and/or tacked on. Offer at least one specific recommendation/suggestion for improving the writer’s conclusion.

7) Offer two inventive suggestions for the subject line (title) of this memo.
PEER REVIEW LOGISTICS
FOR THE READING ALOUD SESSION

For Readers
For the writers who are reading their documents during the peer review session, they receive 10 points automatically.

Be sure to read your paper at a moderate rate since it’s easy to start reading quickly. Take your time. If there’s a grammatical/stylistic mistake, just keep reading.

For Peer Reviewers
As you read along on the computer screen, jot down reactions, questions, and puzzlement you have. And you should note suggestions for the paper that come to mind.

Once the writer is finished reading, there will be two minutes of silence for you to collect your thoughts and suggestions. After two minutes each person in the room provides feedback based from 1) and 2)—be concise and to the point while detailing specifically what you mean. You should offer constructive, helpful criticism and do so in a respectful manner:

3) Name one or two aspects that you really enjoyed or liked about the writer’s SAR Paper.

4) Provide two areas for development or weaknesses (non-grammar) that might need to be addressed before the final draft. Offer suggestions and recommendations.

A Successful Summary-Analysis-Response (SAR) Paper
- Interests the reader with a strong introduction that provides a context for the article while offering a clear and assertive thesis that directs the action of the paper and reflects the whole document
- Provides a concise and accurate summary of the article to orient the reader in the summary section
- Uses components of the “rhetorical toolkit” (ethos, logos, and pathos) appropriately and effectively to evaluate the strengths and weaknesses of the author’s article in the analysis section
- Presents your detailed and reasoned response to the author’s ideas and supporting details in the response section
- Offers a conclusion that summarizes the paper in an interesting manner while also reasserting the thesis
- Paraphrases and integrates quotations from an article effectively, smoothly, and ethically through appropriate introductory phrases and in-text citations in MLA Style
- Uses third person voice to summarize and analyze the article in the first two sections of the body of the paper and does not use second person (you, your) at any point in the paper
- Has focused and unified paragraphs that relate specific and concrete details about the author’s article in a developed and articulate manner
- Exhibits strong concision, cohesion, transitions, and sentence variety in length and type
- Does not have editing errors that distract the reader or disrupt the meaning of sentences.
- Is relatively free of mechanical and proofreading errors.
LOGISTICS FOR THE TAKE-HOME COMPONENT OF PEER REVIEW

Each person should have two different papers. Make sure each paper has proper contact information (email) on it before you leave. You email your comments to your classmates, and you need to print out the emails you receive about your paper.

You must get your comments to your two people by before midnight tonight, 11/16.

After reading each paper, focus solely on the content and ideas of the paper and offer specific comments and detailed suggestions on how to improve the paper. You need to answer these questions in response to each paper:

1) Simply list the main strengths (provide two) and weaknesses (provide two) of the paper.

2) How can the Introduction and Thesis be more effective? Where are more specific details, examples, and explanation needed to grab a reader’s attention about this article and its points? Does the thesis provide a complete evaluation of the article? Is the clear and specific about what’s effective and/or ineffective about the article? How can it be more effective?
   Offer at least one detailed suggestion for the introduction and/or the thesis.
   Be specific and detailed.

3) How can the Summary Section be more effective? Does it seem like the writer provides an overall summary of the whole article in this one paragraph? What needs to be developed or cut? What needs to be revised or tweaked?
   Offer at least one detailed suggestion for the summary paragraph.
   Be specific and detailed.

4) In regard to the paper’s Analysis Section, what specific areas or whole paragraphs need to be explained more fully by examples, further explanation, and specific details? Note areas of the paper that need further development in regard to the rhetorical toolkit: ethos, logos, and pathos? What does the writer need to include or address with more detail? Or what does the writer need to cut?
   Offer at least two detailed suggestions on how to make the analysis section stronger.
   Be specific and detailed.

5) How can the writer bring out his or response ideas and experience more in the Response Section? How can the writer explain his or her thoughts and ideas about the argument and/or attempt to persuade readers? What should the author do to develop the response section?
   Offer at least two detailed suggestions on how to make the response section stronger.
   Be specific and detailed.

6) Does the Conclusion pull together the paper in an interesting manner, or is it just boring, tacked on, repetitive or non-existent? How can the conclusion provide a better sense of closure and be more effective?
   Offer at least one detailed suggestion on how to make the closing paragraph stronger.
   Be specific and detailed.

7) Offer two inventive suggestions for the Title of this paper.
PEER REVIEW GUIDELINES

**Phase One (Content)**
For each paper you review, you’ll have approximately 20 minutes to provide substantial and detailed written comments to help your classmate improve his or her paper. There will be two rotations during Phase One for Peer Review.

The Process:
1. Read the draft of the Analyzing an Ad Paper carefully and slowly; simply listen to the writer’s ideas.
2. Using the “Peer Review Questions” on the backside of this paper, provide substantial written comments about this person’s paper on a separate piece of paper with your name on it. In addition to providing your perspective on what isn’t working in the essay, offer suggestions (about details, examples, and explanations) to help the writer improve his or her essay. Also offer support and encouragement for parts of the essay you find really engaging, interesting, and effective.

After approximately 20 minutes, you will switch to a different writer’s paper and repeat the process.

**Phase Two (Grammar/Style)**
Taking someone else’s paper, focus on grammar, mechanics, and style. Do not correct mistakes for the writer—it is the writer’s responsibility to do his or her own corrections.

The Process:
Read this complexity thesis paper out loud and backwards, meaning that you read the last sentence first, next to last sentence next, and so on. As you look at each sentence individually for grammatical glitches, circle any problems with grammar, punctuation, and spelling that you find and also underline places where phrases and clauses sound “awkward,” “clunky,” garbled, or “just not right.”
PEER REVIEW QUESTIONS

After reading the paper, focus solely on the content and ideas of the essay and then offer specific comments about parts of the paper and detailed suggestions on how to improve the paper.

1) Provide a concise statement (at the most 4 sentences) about what you really liked, what you enjoyed, and what you see are the strengths of this paper.

INTEREST
2) How can the paper create more interest for the reader? How can the Analyzing an Ad Paper be more vivid and interesting? What additional details could help? Then offer one detailed suggestion on how to create and sustain interest for the reader.

THESIS
3) Where is the thesis of the paper? Is it where it should be? Keep in mind that the thesis of this paper should direct the action of the whole paper, so where is the thesis incomplete, boring, weak, or in need of development? Then offer one detailed suggestion on how to make the thesis stronger, more assertive, and more reflective of the whole paper.

DETAILS AND DEVELOPMENT
4) Which parts of the paper need stronger specific and concrete details? Identify two specific parts of the paper that need further details and/or development. Then offer two detailed suggestions to help the writer.

EXAMPLES AND EXPLANATION
5) Which parts of the paper need to be explained more fully by examples and/or further explanation? Identify two specific parts of the document that needs further development with examples and/or further explanation. Then offer two detailed suggestions to help the writer.

ATTITUDE
6) Where are places in the paper where the writer’s tone or voice is inconsistent? Identify at least one area where the author needs to have a more formal or less formal tone or voice. Then offer one detailed suggestion to help the writer.

STYLE
7) How can paragraphs be organized more effectively? Identify one specific part of the document that demands a change in organization. Then offer one detailed suggestion to help the writer.

8) Where are places where the paper needs helpful transitions within the paragraphs to create strong coherence, aka “flow”? Identify one place where a transition is needed. Then offer one detailed suggestion to help the writer.
The Prospectus
Due: F 3-13
minimum page requirement: 3 pages (double-spaced) plus working bibliography
Baskerville, 12 point; Garamond, 12 point; Times New Roman, 11 point
Point total: 30

Your task:
This pre-writing journal is designed to work as formal heuristic, a document that explores the subject you will write about in your proposal. The focus is for you to reflect on your research and think about how you will construct your argument.

You should address these questions with a great deal of depth and development:
1. What problem do you intend to address? Why is it problematic? Why is it important? What are its causes and effects? Why should the reader and the surrounding community care?
2. What are the many different sides (more than just two) to the issue? How do different people argue about this problem? What are the many possible solutions for this problem? Who are possibilities for the outside reader?
3. What is your working thesis or organizing idea right now—what do you think is the best solution and why? How do you intend to structure your argument specifically? What are your main points and what support (examples, evidence, likely stories, source material, and logical reasoning) will you provide in what order? Provide specific details as to how you will support your position and also address counterarguments and other solutions.
4. In regard to your tentative solution, how can it appeal to concerns about ethics, justice, and practicality? Germane to ethics, how can you argue from authority and principle? Germane to justice, how can you argue from analogy (precedent) and authority from law? Germane to practicality, how can you argue from analogies, from signs, and based from causality?
5. Attach a bibliography of sources you have read or intend to use. These must be provided in a separate Works Cited page with proper APA documentation.

Special note: If you do not complete a prospectus and submit it by 3-13, your group forfeits its chance to write the civic proposal.
Civic Proposal
Peer Review: W 4/18
Essay with cover letter due: M 4/23

Documents & Formats
The Prospectus acts as a pre-writing document for your proposal.
Point total: 50

The Civic Proposal should detail a problem and argue for a specific solution.
Point total: 100

The Cover Letter must address an outside audience about your proposal.
Point total: 50

This proposal should have these basics:
- A minimum of three pages of single-spaced writing, excluding the title and works cited page (Baskerville or Garamond 12 pt.)
- A report format with headings and effective use of white space
- Sources cited through the MLA citation system
- A minimum of four outside sources used, one of which is peer-reviewed
- A Works Cited page

Your Writing Task
Write a proposal that takes a stand and supports its position through the use of strong description and evidence, real or likely examples, clear establishment of terms, careful reasoning, and acknowledgment and analysis of counterarguments (how someone would argue against the problem or your solution).

You need to show that there is a problem that needs to be addressed (discussing causes and effects). You then need to sift through all the possible solutions and persuade your audience that your solution is the most effective strategy to help the problem.

As for topics, you will have to identify a local problem and work with it. Here are the basic categories from which you should brainstorm about an issue or problem:
- Eastern Illinois University
- Charleston/Coles County
- Your neighborhood, city, or suburb
- The state of Illinois

Keep in mind that you should pick a subject that you might be able to change and also one about which you can address an outside reader. The proposal needs to avoid using first-person singular ("I") and second-person ("you"), but if you use personal experience or examples, it's entirely appropriate to use "I" when relating that experience.

In addition to choosing a problem and proposing a solution for it, you can present your paper to one or more members of a group or to an outsider who might help solve the problem or address the issue. This writing assignment should include a cover letter that addresses why you are
writing this person or group and provides an introduction and summary of your proposal. Besides submitting your paper to me, you should submit your work to your outside reader.

Here are some subjects that are not permitted: abortion, capital punishment, euthanasia, affirmative action, cloning, gun control, legalization of medical marijuana, stem cells, the death penalty, drunk driving, the drinking age, seat belts, school uniforms, prayer in public schools, the conceal to carry law, smoking bans, constitutional bans on homosexual marriages, and the legalization of marijuana or other drugs. I reserve the right to veto topics. The prospectus works as a safety net.

Your report should use a minimum of four different sources, either by quotation, paraphrase, or display of information. Long, block quotations are not permitted. One of those four sources must come from a peer-reviewed journal. If you need to use a website source, you must clear it with me.

In Collision Course: Conflict, Negotiation, and Learning in College Composition, Russel K. Durst effectively sums up the argument paper: “Written argument, to be effective, not only involves passion and enthusiasm. It also requires complexity of thought, preparation, and sustained attention. Such writing must be built systematically, conflicting positions examined, one’s own developing views related to those of others, evidence generated and then sifted through, generalizations critiqued, audience taken into account, questions of essay structure considered” (108).

Your Role and Audience
You should write the essay from a position of power to readers who might take an opposing viewpoint from your own. You need to show that there is a problem and its effects. And then you need to have a plausible solution for that problem.

Your proposal needs to have a clear purpose with ample detail to support this purpose. It should have a beginning that generates interest, an ending that provides a sense of closure, and the parts in between should be arranged in a logical and rhetorically effective sequence. The document should demonstrate stylistic maturity and mastery of editorial conventions (appropriate style/tone and grammatical correctness).

Format
This civic proposal should be organized in this manner and can use headings and subheadings where appropriate:

- Title Page: Provide a title and your name.
- Summary: Present a concise one-paragraph summary of your proposal.
- Introduction: Provide background information and key issues of the document while previewing the report’s content and your bottom-line/thesis (your proposal).
- Problem/Opportunity: Present an analysis of the problem that you are addressing with strong details and examples while contending with counterarguments.
- Solution: Argue for your specific solution with cogent and sound argumentation while grappling with counterarguments.
- Conclusion: Provide a summation of your civic proposal, but not in the same exact words as other sections.
- Works Cited: Offer a properly formatted Works Cited page in MLA Style.
Evaluation
Your proposal needs to have a clear purpose with ample detail to support this purpose. It should have a beginning that generates interest, an ending that provides a sense of closure, and the parts in between should be arranged in a logical and rhetorically effective sequence. The document should demonstrate stylistic maturity and mastery of editorial conventions (appropriate style/tone and grammatical correctness).

A Successful Civic Proposal
- Provides a concise summation of your proposal in the first section of report.
- Offers an introduction that provides context and background for the reader while briefly introducing your solution.
- Explains the problem by using appropriate, accurate, and logically sound assertions, examples, and details.
- Offers a solution section that persuades readers by making logical and ethical claims that show how your proposal will help solve the problem or address the opportunity through a solution that is ethical, just, and practical.
- Provides a concise conclusion section that connects to the bottom-line (your solution).
- Offers strong support for its solution by using solid examples, strong explanation, valid and credible research, specific and concrete details, and professional tone.
- Uses at least four sources (one of which is peer-reviewed) to support its argument, not to carry the argument.
- Has focused and unified paragraphs that are appropriately developed.
- Is free of irrelevant details.
- Follows the proper format of a proposal by using headings and subheadings.
- Paraphrases and integrates quotations from sources effectively, smoothly, and ethically through appropriate introductory phrases and in-text citations in MLA Style.
- Exhibits strong concision, cohesion, transitions, and sentence variety in length and type.
- Avoids using “I” and “You.”
- Does not have contractions, such as “don’t,” “can’t,” “won’t,” etc.
- Does not have editing errors that distract the reader or disrupt the meaning of sentences.
- Is relatively free of mechanical and proofreading errors.
The Prospectus
Due: W 4/11

Minimum page requirement: 3 double-spaced pages + a working Works Cited page
Baskerville or Garamond 12 pt.
Point total: 30 points

Your Writing Task
This pre-writing journal is designed to work as formal heuristic, a document that explores the subject you will write about in your proposal. The focus is for you to reflect on your research and think about how you will construct your argument.

You should address these questions with a great deal of depth and development:
1. What problem do you intend to address? Why is it problematic? Why is it important? What are its causes and effects? Why should the reader and the surrounding community care?
2. What are the many different sides (more than just two) to the issue? How do different people argue about this problem? What are the many possible solutions for this problem? Who are possibilities for the outside reader?
3. What is your working thesis or organizing idea right now—what do you think is the best solution and why? How do you intend to structure your argument specifically? What are your main points and what support (examples, evidence, likely stories, source material, and logical reasoning) will you provide in what order? Provide specific details as to how you will support your position and also address counterarguments and other solutions.
4. In regard to your tentative solution, how can it appeal to concerns about ethics, justice, and practicality? Germane to ethics, how can you argue from authority and principle? Germane to justice, how can you argue from analogy (precedent) and authority from law? Germane to practicality, how can you argue from analogies, from signs, and based from causality?
5. Attach a bibliography of sources you have read or intend to use. These must be provided in a separate Works Cited page with proper MLA documentation.

Important Note
If you do not complete a prospectus and submit it by W 4/11, you forfeit your chance to write the Civic Proposal.