

## PEER ANALYSIS: CRITICAL ANALYSIS

Class Day and Time \_\_\_\_\_ Reviewer: \_\_\_\_\_  
Essay Reviewed: \_\_\_\_\_ Author: \_\_\_\_\_

### Format:

- |                                      |   |                       |        |             |
|--------------------------------------|---|-----------------------|--------|-------------|
| 1. Does the paper meet requirements? | Length?   | Use of direct quotes? | Title? | MLA format? |
| Double-spaced?                       | In-text citations & Works Cited page correctly formatted? |                       |        |             |

### Introduction:

2. This should be an analysis of a particular essay. Does the student state **the essay's title & enclose it in quotation marks**? Does the student give the complete name of the essay's author on the first mention and the last name only thereafter?
3. Does the introduction state the author's thesis, at least 3 major themes and literary techniques of the essay to be analyzed?
4. What are these themes?
5. What are the literary techniques?
6. Does the student establish the author's thesis by
  - a. Quoting directly from the text?
  - b. Or asserting that the thesis is implied?Restate the thesis/themes in your own words.
7. How does the student discuss the relationship between the themes and the author's thesis?
8. Does the student state any additional topics he/she will be discussing in the rest of the paper? What are they?
9. Suggest one way the student could make the introduction more informative.
10. Suggest one way the student could make the introduction more interesting. For instance, does it contain a strong hook?

### Body of the paper:

11. Does the student introduce each paragraph with a clear topic sentence? If not, write a topic sentence for at least one paragraph.
12. Are the themes, tone or stylistic techniques clearly stated in the topic sentences? If not, suggest an improvement.
13. How does the student describe the organization of the essay being analyzed?
14. Does the student explain HOW or WHY this method of organization contributes to the thesis or themes? Cite an example.

15. What stylistic techniques does the student discuss (for example, sentence length, repetition, lists, figurative language, use of quotation marks or italics)?
16. At some point during the essay, does the student discuss tone, audience, purpose, publication date, and point of view? What does the student still need to add?
17. How is the student's essay organized. Is it organized by theme, or by category (perspective, tone, stylistic techniques, etc.) Is it clear which is being used? What proves or demonstrates this?
  - a. Is the approach consistent?
  - b. Is the approach logical; that is, does it seem to have a reason for being organized as it is? If not, how might you change it?
  - c. Check the essay's organization against the introduction. Does the student follow the order he/she promises in the introduction?
18. Does the analysis slip into what the student believes about the topic, using the analysis as an opportunity to promote his or her ideas? If so, cite and indicate what the student must do to get back on track.
19. Does the paper summarize or analyze? Take a passage that contain summary instead of analysis and help the student turn it into an analysis.
20. Does the author use quotations to support his or her interpretation?
21. Does the author ALWAYS comment upon or explicate the quotation to further and deepen the argument? Is the author constantly asking WHY and HOW?
22. Does each sentence in the analysis add some new information, evidence or insight? Indicate at least one example where the student is repetitious.

#### **Conclusion:**

23. Does the final paragraph sum up the assertions made throughout the paper? Does it mention key words?
24. Does the conclusion just repeat the student's thesis or does it make new contributions to the paper?
25. Suggest at least one way the student could improve the conclusion.

#### **Grammar and Style:**

26. Point out sentences that contain comma splices, fragments, or run-ons. Edit and correctly re-write at least one sentence containing any of the mentioned errors.
27. Are the quotations properly incorporated into sentence structure in such a way that the sentence is still grammatical and still makes sense? Are " " correctly applied? If not, edit and correctly rewrite at least one sentence containing such an error.
28. Is the paper written in 3<sup>rd</sup> person? Is 'you' or 'I' used? Are contractions used? Edit and correctly re-write at least one sentence containing any of the mentioned errors.