

Instructions for the Peer Reviewer

Writing is never a solitary process in the academic world, nor is it so in most professional situations. Today you are taking on the role of a peer reviewer, someone who is collaborating with your peer to make the writing stronger. Your role is to “bring a reader’s perspective” and to respond accordingly. You are not expected to correct your peer’s draft.

NOTE: Please do not comment on issues with grammar, spelling, punctuation, or other mechanics.

1. **Read the draft once** and check ✓ to see if the following elements are included
 - ___ Title and Introduction
 - ___ Thesis statement (key idea, position, argument or opinion on the film)
 - ___ Explanation of how the commentary’s argument relates to Global Change class topics
 - ___ A body with several supporting paragraph, each beginning with a topic sentence
 - ___ Evidence that supports the thesis statement based on items in film (and more sources if needed)
 - ___ One example of a footprint and/or handprint in the film that relates to the thesis
 - ___ A convincing argument that justifies the commentary’s view(s) or argument using thoughtful reasoning.
 - ___ A response to alternative viewpoints or arguments as needed
 - ___ Conclusion that re-states the thesis statement and its importance
 - ___ Reference List of sources (other than the film), using “In-text references format” (if applicable)
2. **Read the draft again. In the left margin**, write compliments. In the right margin, write critiques, questions, or suggestions. Write legibly and avoid symbols or abbreviations. **Be specific.**
3. At the end of the draft, **write a brief summary review paragraph** in which you specifically mention at least **2 things you liked about the draft** and at least **two suggestions for the writer to consider while revising.**
4. **Discuss your review comments** with your “peer partner” (*in class or outside of class*). Ask any questions you may have about the commentary. (Using the “Writing Template” diagram (page 2) may help guide your discussion.) Keep it constructive and respectful, but don’t be so polite that you don’t say anything helpful. (*i.e., say more than just “I like it” or “it’s good.”*)

Specific Features to Consider and include in your Brief Summary Review Comments

- **The commentary as a whole:** Is the main idea clear to you? Summarize it in your own words. Does the author's main idea move beyond the author's own personal experience or opinion to point out a connection to the topics of our class, footprints or handprints, and global change.
- **Reflection and Analysis:** Does the writer balance personal reflection and observation? Are the reflections connected to the observations? Are they based on evidence and sound reasoning? Are there points where you wanted more evidence or explanation? Are there claims that require further development, or that could benefit from considering another perspective?
- **Organization:** Did the organizational pattern of the commentary follow the writing guide and make sense to you? Do you think another pattern might be more effective given the writer’s topic and main idea? Were individual paragraphs focused and connected to each other?

If you are struggling to write meaningful and detailed comments, consider using some of these sentence starters:

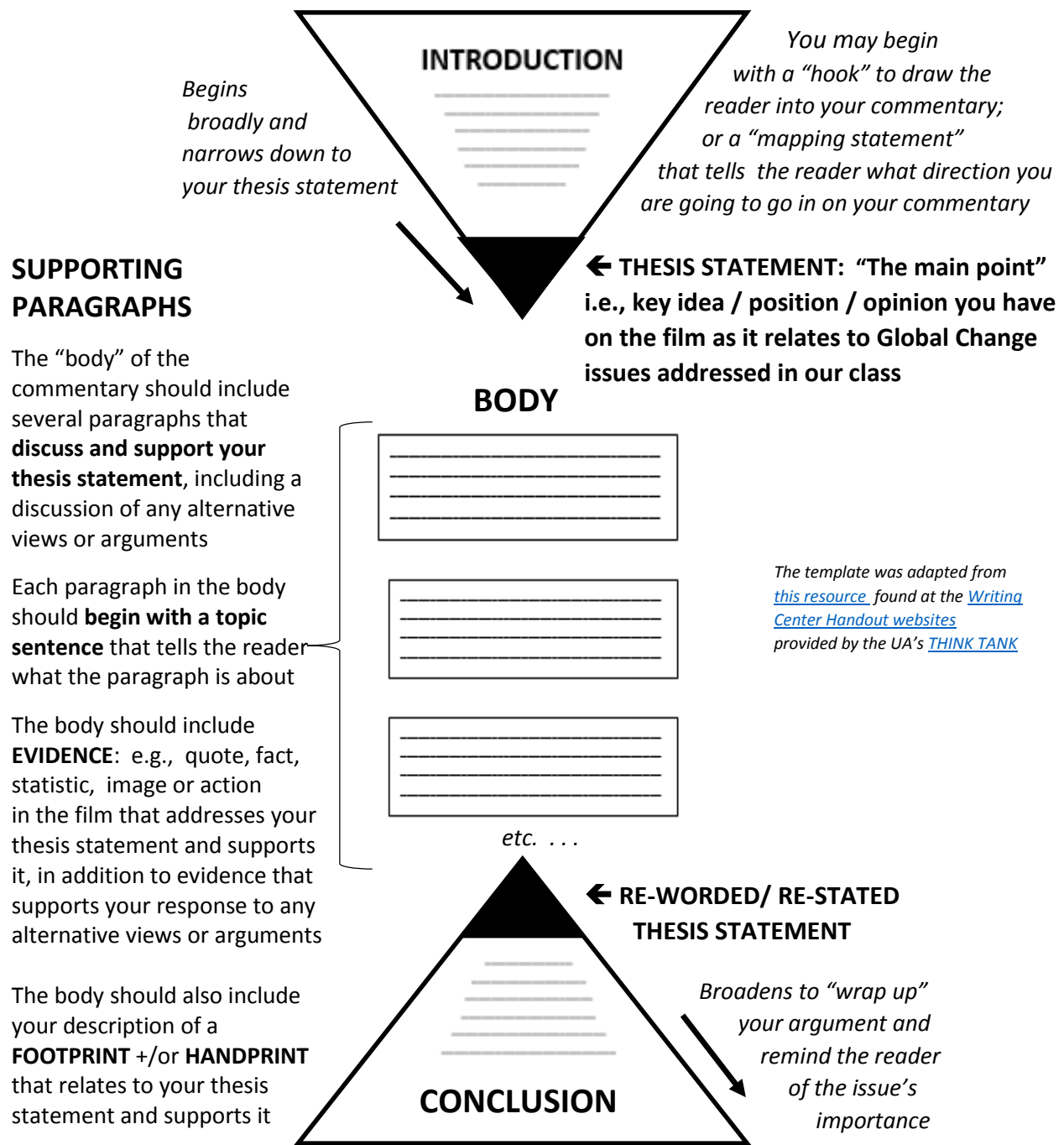
Compliments

- *You got my attention here by ...
- *This example is great because...
- *I like the way you use...in order to...
- *I like this sentence/paragraph because...
- *I think this approach is effective because...

Constructive Criticism

- *Here I expected...instead of ...
- *I think you need more evidence to support your claim that...
- *You might consider adding...
- *What about...? There are other perspectives on this topic.
- *I had to read this sentence twice because...
- *This paragraph needs more...

WRITING TEMPLATE FOR LINKING-TO-LIFE FILM COMMENTARIES



SUPPORTING PARAGRAPHS

The “body” of the commentary should include several paragraphs that **discuss and support your thesis statement**, including a discussion of any alternative views or arguments

Each paragraph in the body should **begin with a topic sentence** that tells the reader what the paragraph is about

The body should include **EVIDENCE**: e.g., quote, fact, statistic, image or action in the film that addresses your thesis statement and supports it, in addition to evidence that supports your response to any alternative views or arguments

The body should also include your description of a **FOOTPRINT +/or HANDPRINT** that relates to your thesis statement and supports it

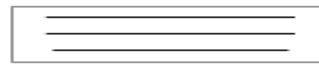
BODY

The template was adapted from [this resource](#) found at the [Writing Center Handout websites](#) provided by the UA's [THINK TANK](#)

REFERENCE LIST

LIST SOURCES (other than the film or video itself) for all quotes, supplementary information or ideas that you use to substantiate statements in your commentaries.

(For example: the Ecological Footprint website, the Handprint article, urls of other webpages you used, pages in textbooks and Class Notes).



If you make a statement in your commentary in any of the above sections that is quoted from, or based on, one of your references, **use "in-text" references**. (An *in-text reference* is a notation in your text that refers to an item in your reference list.)

For your reference list use the **name-year CSE citation format**. For a handbook on referencing, [CLICK HERE](#) to see examples of how to cite different types of sources using the **name-year CSE format**. The site also gives examples of how to use **in-text references**.