

Peer Review Sheet – Second Draft

Peer Reviewer: Raven Hall

Author of Paper: Presley Dunbar

Title of Paper: _____

Read the draft once through before making any response or edits. Complete the following instructions on your second reading.

1. Introduction

- a. Is the writer's introduction focused on the specific topic? If not, does it strengthen or weaken the overall paper's argument? Explain.

- b. Does the introduction provide a hook to catch a reader's attention?

- c. Offer 1-2 suggestions for making the introduction clearer or more engaging.

2. Thesis

- a. What is the writer's thesis? Restate the writer's thesis in your own words.

THE WRITER'S THESIS ESSENTIALLY CLAIMS THAT THE REASON WHY SHE IS PERCEIVED BOTH BY HERSELF AND BY OTHERS AS "OTHER" IS BECAUSE OF HER IDENTITY AS A WOMAN.

- b. Is the thesis stating a fact or an argument? If it is a fact, what do you think the author's argument is?

IT IS MORE ARGUMENT THAN FACT — SHE ASSERTS THAT THERE IS REASON FOR NAJIA'S "OUTCASTED" IDENTITY AND POSITS ~~WHY~~ WHY SHE THINKS THIS IS SO.

- c. Offer 1-2 ways the writer can strengthen their thesis statement (this can range from tweaking the argument to strengthening the word choice).

ADDING SOMETHING TO THE THESIS WHICH EXPLAINS THE "SO WHAT" / IMPLICATION OF THE ARGUMENT COULD MAKE IT STRONGER. YES, NAJIA'S FEMALE IDENTITY MAY BE THE REASON FOR THIS, BUT WHAT DOES THAT MEAN FOR THE NOVEL / ARGUMENT? WORD CHOICE IS GOOD.

3. Evidence

- a. Does the writer ground their argument in the novel itself? Briefly explain.

YES. THE AUTHOR PROVIDES HISTORICAL CONTEXT FOR THE NOVEL, BASIC IDEAS / THEMES WHICH ARE CENTRAL TO THE NOVEL, AN ANALYSIS OF CHARACTERS FROM THE NOVEL, AND DIRECT QUOTES FROM THE NOVEL.

- b. Are there any key scenes or quotes the writer overlooks/any key scenes or quotes the writer's argument makes you think of? Would these scenes/quotes strengthen or challenge the writer's argument?

I THINK THAT QUOTES / SCENES INVOLVING URSULA'S SEXUAL ENCOUNTERS W/ BOTH MATT + TADPOLE AS WELL AS THE SEXUAL EXPERIENCES HAD BY HER FOREMOTHER COULD BE USEFUL IN FURTHER FLESHING OUT THE IDEA OF OBJECTIFICATION / URSULA VIEWING HERSELF AS A SEXUAL OBJECT DEVOID OF PLEASURE

- c. Is the writer currently supporting all of their interpretations and arguments with evidence?

Explain.

YES, BUT I DO THINK IT IS POSSIBLE TO ADD MORE TEXTUAL EVIDENCE FROM THE NOVEL TO FURTHER THE ARGUMENT. FOR EXAMPLE, THE PARAGRAPH WHICH DISCUSSES HOW URSULA'S MOTHER INFLUENCED URSULA'S PERCEPTION OF HER SEXUALITY CAN BE FURTHER BOLSTERED BY INCLUDING THINGS LIKE URSULA'S MOTHER'S EXPERIENCE WITH URSULA'S FATHER, THE FACT THAT URSULA IS NO LONGER ABLE TO BE A MOTHER, ETC.

- d. What types of evidence is the writer currently using (primary or secondary? Literary, historical, philosophical, something else? Statistical, expert testimony, etc.?)? Include examples.

PRIMARY EVIDENCE REGARDING DIRECT QUOTES FROM THE NOVEL — "MAAP IS BROWN..."
LITERARY SOURCES — FROM LI'S "LOVE + THE TRAUMA OF RESISTANCE IN WATFORDURA,"
~~WATFORDURA~~ ALLEN'S SUGGESTIONS THAT "URSULA'S MOTHER..." ETC.
~~WATFORDURA~~

- e. What other type of evidence do you think would strengthen the argument? Explain why.

HISTORICAL / PHILOSOPHICAL / (MAYBE) STATISTICAL EVIDENCE COULD STRENGTHEN THE ARGUMENT. VARIOUS TYPES OF EVIDENCE IN GENERAL OFTEN BOLSTER AN ARGUMENT, SO MAYBE SOME HISTORICAL EVIDENCE ABOUT CULTURAL CONCEPTIONS OF BLACK WOMEN / BLACK LESBIANS COULD MORE FULLY FLESH OUT THE IMPLICATIONS OF URSULA'S IDENTITY.

- f. Is the writer currently thoroughly citing all of the quotes, paraphrases, and summaries?

ALL CITATIONS SEEM TO BE INCLUDED + CORRECT

4. Analysis

- a. Does the writer's paper foreground their own perspective and interpretation of the novel?

SORT OF — MOSTLY IN THE PARAGRAPH ABOUT LOT + VIOLA. HERE, MORE THAN ANYWHERE ELSE, WE SEE THE AUTHOR'S INTEREST AND FOLLOWING INTERPRETATION

- b. Is the writer including their own argument or simply summarizing their sources? Briefly explain.

THE WRITER'S ARGUMENT IS MOST POTENT IN THE AFOREMENTIONED PARAGRAPH. I THINK TO STRAY FARTHER FROM SUMMARIZING SOURCES, THE WRITER CAN ASK HERSELF WHAT EXACTLY IT MEANS FOR THESE SOURCES TO STATE WHAT THEY DO. ALLEN + THE ~~WRITER~~ BOTH AGREE THAT VIOLA IS MEANT TO MAKE GENERATIONS, SO WHY IS THAT IMPORTANT? WHAT DOES IT MEAN, THEN, THAT VIOLA IS STRIPPED OF HER ABILITY TO DO SO?

- c. Is the analysis the writer has included persuasive? Why or why not?

I THINK IT IS, BUT IT DOESN'T PERSUADE ME TO THINK ANYTHING DIFFERENT FROM WHAT I HAD ALREADY THOUGHT. IT IS IN THE PARAGRAPH ABOUT LOT WHERE IT BECOMES MOST PERSUASIVE. THE WRITER OFFERS HER INTERPRETATION OF VIOLA + LOT RELATIONSHIP, WHICH, IN TURN, MAKES IT PERSUASIVE

- d. Does the writer's analysis make the stakes (significance) of the argument clear?

A LITTLE BIT, BUT COULD BE CLEARER

- e. Locate 2-3 places the writer can further develop or strengthen their analysis. Explain why.

1. FIRST BODY PARAGRAPH — WHAT IS THE IMPORTANCE OF VIOLA BEING CONDITIONED YOUNG TO BELIEVE HER PURPOSE IS TO BEAR CHILDREN? (MAYBE INCLUDE PSYCHOLOGICAL SOURCE)

2. SECOND BODY — ~~WHAT~~ WHAT IS THE SIGNIFICANCE OF VIOLA COMPARING HERSELF TO A MUSICAL INSTRUMENT? HOW DOES IT FIT INTO THE NOVEL + THE ARGUMENT?

5. Macro-organization

- a. Does the order of information in the argument make sense? Why or why not?

YES - INFO IS ORDERED IN LOGICAL PARAGRAPHS CONTAINED TO SPECIFIC ASPECTS OF THE ARGUMENT

- b. Is there any information the reader needs to know that is not included in the paper or is not included early enough?

HOW VARJA LOST HER ABILITY TO HAVE CHILDREN

- c. Does the writer provide sufficient transitions between paragraphs and between ideas?

YES - FLOWS SMOOTHLY

- d. Give 1-2 tips to the writer for considering their overall organization.

MAYBE THIRD PARAGRAPH CAN BE SPLIT INTO TWO?

6. Micro-organization

- a. Does each paragraph have a clear topic sentence and strong wrap-up sentence?

YES, EXCEPT I WOULD NOT END PARAGRAPH 3 W/ A QUOTE.

- b. Does each paragraph have a clear point it is trying to prove? Are there any paragraphs that are trying to prove more than one point? Are there any paragraphs that don't seem to have a clear point?

THEY SEEM TO HAVE A CLEAR POINT. ALL ARE SEPARATE BUT INTEGRATED IDEAS

- c. Does each paragraph support the overall argument (the thesis statement)? Do any of the paragraphs seem less connected or unconnected to the rest of the paper?

NOT SURE IF 3RD P. CONNECTS YES, BUT IT CERTAINLY CAN W/ FURTHER EVIDENCE

- d. Give 1-2 tips to the writer for considering their individual organization.

PROVIDE ~~stronger~~ ARGUMENT, A PIECE OF EVIDENCE, AND THEN A FURTHER ARGUMENT TO SITUATE THE EVIDENCE

8. Conclusion

- a. Does the writer tie up all loose ends of their paper?
- b. Does the writer emphasize the significance of the argument (how it changes our thinking, what next steps it provokes, etc.)?
- c. In your own words, what is the significance of this argument?
- d. Offer 1-2 suggestions for making the conclusion stronger or more memorable.

9. Overview

- a. What is your general impression of the paper?
IT IS STRONG WITH SUFFICIENT EVIDENCE SUPPORTING ARGUMENT
- b. What are two things the author of the paper needs to work on? This may include working on their organization, varying their word choice, focusing on their grammar, or something else entirely.
ANSWERING THE "SO WHAT" QUESTION / EXPLAINING
RELEVANCE OF ARGUMENT TO OUR UNDERSTANDING OF THE NOVEL
- c. What are two things the author of the paper does well?
GRAMMAR / DICTION AND SUFFICIENT TEXTUAL ACADEMIC EVIDENCE