

Critical Analysis Essay Peer Review Feedback Checklist

For digital peer review, exchange papers with your partner. You may do this by email or Zoom chat. Save their paper to your computer. Then, either copy or upload their paper into a Cloud drive to revise. Use this checklist to read through their paper and annotate their draft. Use highlights, bold type, font colors, and comment functions to make comments on your partner's paper.

Remember, our goal is **feedback, not judgement**. You're sharing your understanding of their essay and helping them pursue a clearer, more precise version of their argument. Also, feedback is **opportunity, not failure**. It is a chance to hear new perspectives on your work.

- _____ **SAVE EVERYTHING. NOW.** Save your partner's work, and have the document set to auto-save so that you do not lose your comments. Also, title the document to note it's your partner's paper with your comments. For example, if I was reviewing an NPR article by my friend Krysti, I would save my draft with comments as "KRYSTI_NPR ARTICLE_FOSTER COMMENTS."
- _____ **READ:** Before you do anything else, read your partner's entire paper. No marks or comments. Just read. You may take notes to follow their argument if reading notes are helpful to you, but the goal here is to simply a review-free read.
- _____ **MLA Citations & Formatting:** Make sure their paper is MLA formatted. Make sure the episode is MLA cited at the end.
- _____ **Word Count:** Their essay should list the word count and needs to be at least 1,000 words.
- _____ **Summary/Overview:** Your partner's paper should dive right in with a "Birthday Invitation Rules" summary of their episode. Are all the pieces there? Is the summary written clearly?
- _____ **Critical Analysis Thesis:** Is the essay thesis clear and specific? Does it cover all of the details from the assignment sheet template? It need not be written just like the template, but needs to include all of the elements → What main message/argument is the episode communicating? Is the episode successful in communicating this message? What rhetorical strategies does the episode employ to make this message clear? Is the audience convinced? Why is this message important? etc.
- _____ **Audience:** Does the essay clearly acknowledges audiences for the episode and how successful the episode is with those audiences?
- _____ **Structure:** Is the essay clearly structured based on thesis and is effectively organized to support the argument? Are there clear sections indicating introduction, thesis, main body paragraphs, and conclusion? Do the topic sentence (should be the first sentence) of each main body paragraph reflect back to the thesis? You may use the paper structuring outline for reference.
- _____ **Evidence:** Does the essay clearly identifies the rhetorical strategies/devices/figures of speech/composition details that lend to the success (or shortcomings) of the text? Are the details specific? Does the essay quote from the episode and identify clear moments within different scenes?
- _____ **Development:** Does the essay fully develop each point set up within the thesis? Does it make a full



point about each of its ideas? Or does it just gloss over the point?

- _____ Style/ Voice: Is the essay professional? No contractions; no “good job”; no “society”; uses present tense, and tries to stay away from colloquialisms or clichés.
- _____ Style/ Transitions: (this is about “flow”) → Does the essay makes use transition words in ways that support the rhythm of the essay? Look at *They Say, I Say* for more transition phrases, if you get stuck.
- _____ Quotations: Does the essay use quotes correctly? Make sure the quotes are introduced and used carefully, not just tossed in.
- _____ Grammar and Syntax: Read your essay aloud to yourself (not necessarily audibly), but listen to it. Mark up anything that sounds off. Then, read it again, and repeat the mark-up.
- _____ SAVE: Be sure to keep saving everything!!
- _____ Then, check in with your partner— talk to them about what you noticed and what you marked up. Ask them if there were parts of their paper that they were nervous about, and ask how you can help them brainstorm through it. You’ve got this.

Notes to All:

This Peer Review checklist may be used for a final round of revision on your own paper because it will help you achieve a little distance from your own work. You may also bring the checklist with you to the Writing Center. This checklist also works with other essays from your other classes. Here are a few more notes about this checklist:

Note I: In the same way I grade essays based on the main points from the assignment sheet and the first revision checklist, this is the exact same protocol that I follow when I grade your papers. I start with review-free reading; I go back and make comments; and then I close with an end-note conversation about what I noticed.

Note II: Per the grading information/evaluations from the syllabus, a paper that accomplishes everything on this list will be evaluated as “Complete and Correct.” Papers will need to go hard and shoot past the minimum of the requirements to be evaluated as “Beyond complete and correct” or “Above-beyond complete and correct.”

Note III: As with all of our papers, the evaluation this paper receives is not the final evaluation, as each of our assignments comes with a “Revise & Resubmit” opportunity ☺ So give it your best shot— what’s the worst thing that happens? More opportunities to try again? You’ve got this, superstar.