Peer Review of Revisions in Progress
Read your peer’s whole paper (this should take six-to-eight minutes)
Then break paper into pieces and comment on:
Main idea statements – thesis and topic sentences
Do they bring together text, topic, position?
Suggest transition
Effective use of evidence – check the –ations
Quotation, punctuation, integration, citation, and explanation
Punctuation, grammar
Spot-check sentences throughout the paper, one per paragraph

In-Class Essay
Part of the Revision Project
Detailing the revision process to argue for the grade on the Revised Essay
Therefore, should be organized like a basic argumentative essay
Intro, series of Analytical paragraphs, Conclusion
Intro needs a thesis – text + topic + position
Text: original and/or revised argumentative essay
Topic: revision
Position: the grade
Analysis needs evidence from the text(s)
Return sample analysis
Evidence: quotation from the essay
Or description of formatting change
Conclusion
Preparation
Work through the prewriting process
Brainstorming – focus on revision to isolate particular changes of interest
Use rubric for Essay Three to help
Thesis generation
Be realistic; argue for the grade you think you deserve
Again, use rubric to help you
Outline the paper
The outline can be as detailed as you like, even full sentences
So that you know exactly what to write in class
What to bring to class
Paper, pen(cil), prewriting, printed papers, notes, snacks, etc.
While in class
Review prewriting – 5-10mins.
Draft the essay – 30-40mins.
Proofread – 5-10mins.
Over the break – continue revising the first argumentative essay
   Once the revision is solid, turn to preparing for the in-class essay