1. Write down 3 strengths of the paper. (You may want to address thesis, structure, argument, evidence and analysis, language, writing style, clarity of issues, etc.)
   Examples: Your strengths as a writer are…
   These examples are excellent because…
   Your strongest section is … because …

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2. Write down 3 suggestions you believe could help strengthen the paper. Be as specific as possible.
   For example: This part isn’t clear to me. Could you explain it to me another way?
   Your wording is repetitive here. You might want to revise ….
   Maybe you could introduce this information first, so that…
   I think evidence to support this specific claim would strengthen your argument…

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Part B: SUMMARIES

Summarize your peer review in-text notes by writing 2-3 sentences for each section.

Word Choice
- Are words used correctly/appropriately?
- Is language academic/formal – no slang, clichés?
- Is a consistent tone, voice and tense used throughout?
- Is wording concise or cumbersome?

Organization
- Is the opening focused and interesting? (Is it clear to you that the writer knows where he or she is going?)
- Do ideas develop in a logical order?
- Are paragraphs clearly focussed on one idea? Are the subject and purpose of each paragraph clear to you?
- Are quotations/references integrated effectively?
- Are ideas/explanations detailed and specific enough for you to understand them?
- Does the writer use transitions effectively to move between ideas and paragraphs?
- Does the order suit the argument or narrative and build in a logical way?
Sentence structure/Mechanics
- Are sentences easy to read and understand?
- Is there a variety of sentence length and structure?
- Do sentences flow smoothly from one to the next?
- Are there any recurring errors that the writer should watch out for?

Ideas/Development
- Thesis: Can you make out the writer’s main argument? Is it as clear and concise as possible?
- Are ideas/explanations detailed and specific enough for you to understand them? Has the writer provided adequate support for his or her argument – what else might he or she consider?
- Are ideas and arguments fully elaborated, or are there places that would benefit from a further sentence or two/additional details/example?
Part C: FEEDBACK
Re-read the assignment guidelines. Then, write a 1-2 paragraph commentary that provides the author with a logical summary of your critical FEEDBACK (analysis and evaluation) of their paper.

FEEDBACK:
Peer Review Strategies

- Comments are about the PAPER, not the AUTHOR or the PERSON.
- Be positive and specific in your comments
- Make your comments from the point of view of a reader
- Try to phrase your comments as questions you want the author to answer
- Show the author where he or she needs to further explain an idea, develop their explanation, provide more evidence...
- Be constructive – Help the writer build on what they have by offering useful suggestions in a positive way

Start with what you think are the paper’s STRENGTHS:

Not so helpful:
- “Good job!”
Suggests that the editor doesn’t want to offend his or her fellow student or doesn’t understand what he or she should be looking at

Helpful:
- You do __________ very well in your writing...
- These examples are excellent because...
- I think this section really works because...
- This is interesting because...
- I like the way you...

Address specifically what makes the paper good

Use positive language
(say “do…” rather than “don’t…”)

NEGATIVE
- “You don’t provide evidence to support this point.”

POSITIVE
- “Can you provide a good example here to illustrate this point?”

Make your suggestions specific

NOT:
- “awkward” ➔ editor hasn’t explained what the problem with the sentence is OR suggested how to correct it

MORE CLEAR
- “Can you word this another way? I wasn’t able to follow this idea”

NOT:
➢ Word/phrase is circled ➔ editor hasn’t indicated whether the problem is the spelling or word choice

MORE CLEAR
➢ “check spelling” or “might be too informal—try a different word”

Make your suggestions respectful

NOT:
➢ “This doesn’t make sense”
➢ Wording is repetitive

INSTEAD:
➢ “This part isn’t clear to me. Could you break your ideas down a bit more?”
➢ “Repeated words are distracting. You might want to revise here.”

First, focus on the overall paper…

Address:
• Thesis (is it clear, specific, arguable?)
• Topic (focused or too general?)
• Structure (does it progress logically)
• Counter Arguments (are they addressed?)
• Organization (order and flow – logical?)
• Details or evidence (relevant?)
• Analysis (is it thorough and convincing?)

Second, focus on the language and tone…

• Word choice (appropriate and academic?)
• Sentences (concise and grammatically correct?)
• Awkward or colloquial phrases

Do not correct, but advise only for corrections to…

• Incomplete or run-on sentences
• Grammar
• Punctuation
• Spelling
Common French Language Concerns

1. "être" and "avoir"
   a. The literal translation from English to French can cause confusion, resulting in sentences like
   - "Je suis 20 ans" instead of "J'ai 20 ans"
   - "Je suis peur" instead of "J'ai peur"
   - "Je suis faim" instead of "J'ai faim"
   - "Je suis soif" instead of "J'ai soif"

2. "savoir" and "connaître"
   - You can say either "Je connais ma leçon" or "Je sais ma leçon" for "I know my lesson".
   - But you can't say "Je sais quelqu'un" for "I know someone". You have to say "Je connais quelqu'un".

3. Grammar
   a. Adjectives and noun agreement: When you know that a noun is feminine/masculine, you have to do the grammatical agreement with the adjective, but also with the article.
      - Un chien/ une chienne
      - Le chien / la chienne
   b. Articles: Consider if the subject is specific or not, so that you can choose between le/la/les if it is specific or un/une/des if it is not (also ce/cet/cette/ces if it is a demonstrative or mon/ma/mes if it is possessive)
      - Les enfants sont plus dynamiques que les adultes. (Here you talk about all children in the world, you encompass an entire group as a specific unit)
      - Les enfants sont dans le jardin. (means you know them. They can be my children, yours... This is very specific.)
      - Il y a des enfants dans le jardin. (Here there the number of children in the garden is not important. You just want to mention the fact that there are children in the garden).

4. Adjectives and Adverbs
   a. Adjectives: Most of the time, the adjective comes after the noun.
      - You won't say " Une rouge fleur" but you'll say "une fleur rouge".
      - Exceptions: Grand. Ex: "C'est un grand appartement" or petit, beau, bon, gros, jeune, vieux, mauvais, nouveau, etc.
   b. Adverbs: When it modifies an adjective, it comes after the verb, but before the adjective
      - Je veux juste du pain. (I just want some bread)
      - J'aime seulement le Jazz. (I only love Jazz music)
      - Il semble vraiment fatigué. (He looks really tired)
      - Il travaille silencieusement.
5. **Negative sentences**
   a. Remember all parts of the negation form
      - J'aime la neige. > Je n'aime **pas** la neige.
      - Je veux une pomme. > Je ne veux **pas de** pomme.
   b. Use "**de**" instead of the article un/une/des or le/la/les, but you keep the article with possessive or demonstrative articles
      - Je ne veux pas ta pomme.
      - Je ne veux pas **cette** pomme.

6. **Other points**
   a. Contractions of prepositions for masculine forms:
      - You say "Je vais à la piscine" when it is feminine, but, you say "Je vais au cinéma" when it is masculine. "Au" corresponds to à + le.
   
   b. When you talk about something non-countable, add the preposition "**de**".
      - You say "Je veux une pomme.", but you say Je veux **de la** salade. (I want some salad) or “Je veux **du** pain.” (=de+le). (I want some bread).