peer editing - Professor Michael Nelson

Criteria	Notes
The best thing about this paper is…	
Thesis - Can you find it? Does it make a clear argument? - Is the argument focused enough to be covered in the paper? - Does it accurately voice the main idea of the paper?	
Follows General Instructions - Uses outside sources and sources from class readings - Uses concepts from the course - Topic is appropriate for class	
Argument/Content - Is the thesis supported in the body of the paper? Is any evidence or support missing? Is all of the textual evidence clearly related to the thesis? If some information is not relevant, can it be cut? Is there any information that contradicts the thesis? - includes counterarguments/alternative arguments - Is the paper interesting? What are the most interesting points? Can the writer expand on those to improve the paper? - creative and original ideas? - *Coherence.* Do any of the ideas seem vague? What can the writer explain more thoroughly that would help the reader? Is the purpose of the essay clear?	
Structure - Is the structure apparent and easy to follow? - Is there a logic to the structure? - Adequate introduction? - Are there adequate transitions to help connect ideas? - Adequate summary of findings and reasonable conclusion?	
Style, Grammar & Spelling - Is the style appropriate (formal and academic in this case)? - Is the reader too tentative about their thoughts? Does s/he rely too heavily on phrases like "I think" or "It seems…" or "approximately" - Does the paper engage the reader? - Are some sections better written than others? - Are sentences well formed? Appropriately varied in length and style? Used for different effects? - Do the paragraphs hold together? - Is the paper generally free of spelling, typographical, and grammatical errors?	
Technical Requirements: **length**) **on-time** **proper citations**	

A: Excellent in all or nearly all aspects. The interest of the reader is engaged by the ideas and presentation. Style and organization seem natural and easy. Paper marked by originality of ideas.

B: Technically competent, with a lapse here and there. The thesis is clear, properly limited, and reasonable, and the prose is generally effective without rising to sustained distinction.

C: A competent piece of work but not yet good. C papers are more or less adequately organized along obvious lines, and the thesis tends to be oversimple or imprudent without being wildly implausible. Monotony of sentence structure is apparent, and errors are sprinkled throughout. In some C papers, excellent ideas are marred by poor presentation—either development, organization, or technical errors. In other C papers, the organization, structure, and grammar are not flawed, but the ideas and how they are developed need work. In yet other C papers, there are only a few technical errors and the organization and ideas are adequate but not noteworthy. In college, a "C" paper is fine.

D: A piece of work that demonstrates some effort on the author's part, but that is too marred by technical problems and/or flaws in thinking and development of ideas to be considered competent work.

F: This is a failing grade. The work seems hasty and sloppy; it demonstrates minimal effort on the author's part. Plagiarism also falls into this category. Generally, the paper was not a sincere attempt.