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HIS 270-01: Making the Modern World: Europe in the 19th Century **Rough Draft Peer Critique Instructions**

In preparation for our **Rough Draft Workshop**, which will take place **Tuesday, November 10**, please follow the steps on this handout. Our goal is to use **peer critique** to help each other clarify our ideas and become better academic writers. With that goal in mind, please *read carefully, be generous in your commentary, and keep an open mind to the commentary you receive from your peers.*

Step 1: Write a **three page Rough Draft**, starting with your Introduction.

Step 2: Check the Writing Workshop Groups (at the bottom of this page). **Email your paper to me and to everyone in your group by 10:00pm on Sunday, November 8.** This counts as your submission of your Rough Draft.

Step 3: Carefully read the papers of *each* of your group members. Complete the following exercises and consider the associated questions. Please write notes directly on your group members' drafts as you read.

Underline and analyze the thesis statement. Is the thesis statement clear? Does it present a **contestable claim**? If the thesis statement is not clear, how can the author revise it?

Underline the topic sentence of each paragraph. It is important that you do this for every paragraph in the draft!

- Note in the margin if the topic sentence of a particular paragraph was hard to find. What made it hard to find? Does this paragraph have multiple topic sentences? Be specific!
- Go through the whole draft again reading only the topic sentences. Do they tell a coherent story? If the answer is "sometimes," then how can the author revise to make the story more coherent?

Analyze the author's use of evidence. Identify **two instances** where the author has used a **direct quotation** from a primary or secondary source and answer the following questions:

- What **claim** is the author making in the paragraph in which the quote appears? (This is not the thesis of the whole paper. It is the specific point of the paragraph.) *Underline the sentence that states this point.
- Has the author explained their **interpretation** of the quotation?
- Has the author explained how the quotation **proves their claim**? Does this quotation actually work as evidence for this claim?

- **Style:** Is the quotation long enough to express an idea? Is it so long that it is distracting? Has the author woven the quotation into their own writing?

Step 4: Have your own and your colleagues' papers open on your computer and ready to go at the start of class. You will give each other your marked-up drafts at the end of the workshop.

Rough Draft Workshop Groups

Group 1

Ian Anderson (andersonia@washjeff.edu)
Meghan Heinzeroth (heinzerothmr@washjeff.edu)
Victoria Keibler (keiblerv@washjeff.edu)
Nailea Perez (perezni@washjeff.edu)

Group 2

Shelbie Baker (bakersn@washjeff.edu)
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Group 3

Theresa Devincentis (devincentista@washjeff.edu)
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