Day 18 – Presentations, Peer Review, and Revision

1. Discuss Presentations

2. Set up Peer Review Workshop and Discuss E2A3 Grading

3. Analyze a Sample Essay

1. Review Grading for First Draft
   - Review grading rubric for drafts
     - Remember that your first draft will only be graded on whether or not you:
       - Format the essay correctly.
       - Quote and cite in it correctly.
       - Produce a correct bibliography for all of the sources you cite: all the secondary sources you actually refer to in your essay.
       - Set up your argument and begin to support and organize it effectively.
       - Meet the Word Limit.

Post your drafts to me to the E2A3 link in the E2 folder.

Don’t forget to copy and paste your reverse outline into the subject box.

Discuss Presentations

Everyone must present on his or her paper. Your presentation must be between 5 and 7 minutes long. You must post your materials to the discussion board link in the E2 folder by the start of the class on which the presentations begin—consult the syllabus. The order of presentations will inversely follow the order of postings such that the last person to post will be the first person to present. Students who do not post to the discussion board will not be able to present. This is not a good idea, since the assignment is worth 5% of your overall grade. Make sure to prepare and practice your speech before class.

Things to consider as you prepare your speeches and power point presentations:
   - do not put too much information in the power point presentations
   - keep them simple and light so that they are easy to open and follow
- make your presentation conversational
  - aim for explaining the key ideas in your essay in a way that your listeners can immediately grasp
- end by doing two things:
  - reiterate your main idea by stating how you argued it or what you still need to argue
  - give your listeners an interesting thing to discuss or counter, maybe a question?
- remember that the goal is to keep your listeners interested in what you are saying; however, you need to - avoid being offensive, preachy, etc.
- explain your evidence and analysis without having to go to in-depth; just give an overall sense of how you use the evidence to argue your point
- practice your speech ahead of time. Have whatever visual aids ready and practice how to set up the power point presentation and how to speak during each slide

2. Peer Review

- Everyone has to peer review two peers’ papers. This means that you will have to comment on two drafts and produce two full letters for your peers.

How and where to set up the peer review:

- Post your draft and cover letter to the Group Discussion Board on BB
  - Everyone needs to post their papers to the Group Pages so that everyone can have a central group space in which to do the peer review.
  - At your group’s discussion board, create a new thread and upload your latest draft as an attachment.
  - Once everyone does this, you will then be able to find two papers to review. I will give everyone time in class to decide who will peer review whose paper. **If you are not in class, you should email your group and ask them to include you in the paper distribution.**
  - If you do not have specific peers who are expecting you to review their papers, then just pick two people's papers there and download and do the review.
- When you are done peer reviewing, post your reviews to your peers as replies to their message on the GDB.

- Remember to submit your peer reviews to me by posting them to the E2A4 assignment link in the E2 folder. You should copy and paste your peer review letters into the document where you commented on your peers’ actual essays and upload the files as attachments.

- Everyone is responsible for peer reviewing two papers. If you do not find people to peer review your work, you will be the one who loses out.

- If you are not in the class on the day that I set up peer review, the best thing for you to do is contact someone in your group for help with this and to find out what you missed in class.

- Multiple Peer Review of Draft

- Since peer reviews are due a week from today, you may choose to divide up the peer reviews so that you revise the essay midway through the process and have a peer read a revised version of your draft

- in other words, use your first peer review comments—and mine, depending on how soon you get them, to revise the essay and have a second person review your new draft

- You should consider using this method for other classes where you must turn in essays. The bonds you form in this class might continue through college, where you might always have a peer reviewer to turn to for all of your essays.

3. Claim, Evidence, Warrant Analysis of the Sample Essay:

WARRANT Analyze whether or not the sample essay interprets the evidence for the reader in such a way that explains and supports the main claim the essay is making about the text. You need to show HOW the evidence provided makes or fails to make the point of the claim and thesis. Does the writer leave quotations or evidence undigested or without analysis. Is the warrant fully an explanation of evidence in the writer’s own words? DOES THE WRITER LET THE EVIDENCE SPEAK FOR HIM OR HER?

Group work on Sample Essays: Claim, Evidence, and Warrant Workshop

1. Go to the group pages to figure out who your new group members are. Get into groups.

2. As a class, we will go over what the motive and thesis are for the sample essay we are discussing and then go over a sample body paragraph analysis.
3. Then each group will be assigned a paragraph from the essay and will produce answers to the prompts and questions below.

4. Choose a designated speaker, but everyone should add information as we go.

5. When we are done, each group will be asked to consult the grading rubric and assign the sample essay a grade.

The goal of this analysis is to practice the kinds of comments you will be giving your peers in the peer review.

Review the Sample Essay
- Locate and explain the motive and thesis
  - motive must be based on facts
  - it is a consensus because readers should automatically agree with it
  - Thesis should present an argument—the issue in both is usually phrasing

Claim, Evidence, Warrant Analysis of Sample Essay:
- Open the Claim, Evidence, and Warrant Handout
  - When we read critically, we are skeptical.
    - We ask questions about how an author backs up his or her claims.
      - Define claims
      - True but arguable (mini-thesis)

When we cite a source, our goal is to cite and evaluate the author’s evidence, not just the claims.
- To do this, you need to be able to distinguish between the claim and the evidence. This is what we are doing today.
  - First you must find the claim.
    - What does a claim look like?
    - Why must it be true but arguable?
  - Then you must find the evidence the author uses to back up the claim
    - Can we verify this evidence?
    - If not, what are we supposed to do?
    - How might we fix the evidence?
    - Overall, do I believe what this author is telling me? Why or why not?

Group Work on sample essay’s claims, evidence, and warrant (30 min)
- Should I believe what the author is telling me? Why?

In your groups – You will need the selected sample article
Each group will be given a different paragraph of the essay
You will have 15 minutes to come up with an answer to the questions below
- Designate a person to speak
- Each group will be given 2-5 minutes to discuss the body paragraph they have been given
When your group presents to the class, you will need to do the following:
- Tell the class where to find the claim of the paragraph (page number)
- Evaluate the evidence the author presents
- Explain whether or not the author has verified the evidence sufficiently. Explain why or why not.
- Evaluate the warrant the author presents. Explain whether or not the author presented compelling enough warrant to support the claim.
- Explain whether or not the author needed to tie the information back to the thesis.

Things you should do in your groups to help you analyze the paragraphs (the group should delegate responsibilities so that you can gather all the pertinent information in the allotted time):

a. Separate and label the Claim, Evidence, and Warrant and answer the following questions

i. For the claim:
   1. Is it true but arguable? Explain why or why not.
   2. Does it answer the question correctly and fully? Explain why or why not.
      a. What, based on the claim, might your peer’s thesis be?
      b. Does it get to the heart of a main issue in the text – if not, why not?

ii. For the evidence:
   1. Is it directly relevant to the claim? If not, we have work to do.
   2. Is it the best evidence to support the claim? Ditto.
   3. Have your peers explained it enough in their own words?
   4. Is it quoted or paraphrased correctly and properly?
   5. Is it cited accurately? Look it up in the text and make sure.

iii. For the warrant:
   1. Does the reasoning directly SHOW how the evidence explains and supports the claim?
   2. Has your peer provided enough explanation?
   3. Is the reasoning logical or convincing? If so why? If not, why not?

Essay Grading of Samples
- Open and Review the Grading Rubric in the Grading folder
  o Use the rubric to give the selected sample essay a grade
  o For each sample essay, each member should write down a grade and some notes about why you gave it the grade you did
  o Then go around the group and come up with a consensus
  o Elect someone to explain the grades the group gave to each sample essay
THINGS TO CONSIDER IN YOUR OWN CLAIMS, EVIDENCE, AND WARRANT

- You are looking for evidence. Do not just quote a source’s claims. Instead, quote the evidence and warrant the author(s) of a source provide(s) for his, her, or their argument.

- To find the best evidence, ask questions about how an author backs up his or her claims.

  - What evidence does the author produce to back up the claim?
  - Can we verify this evidence? How?
  - If not, what are we supposed to do?
  - Overall, do I believe what this author is telling me? Why or why not?

Working with claim, evidence, and warrant is basically how we analyze text. Review the Analysis and Argument handouts for a fuller discussion of what it means to analyze text in order to make an argument.

When you analyze text, you must put forth a claim about the text, quote or paraphrase the text, cite your reference to the actual text, show that you fully understand the text you are quoting or paraphrasing, and then show how the specific evidence you bring in does indeed support the claim you are making about the text and about your argument. Do this in paragraphs that are each focused on one or two main claims (one overall idea) that is or are directly related to and advancing the thesis proposed in the essay.

Each paragraph of analysis must:

- Set up a transition that flows into the main topic claim at the beginning of the paragraph.
- Provide a quotation or paraphrase to the text that announces the evidence for your claim. Here you will always need to provide a citation.
- Explain the specific quotation or paraphrase in your own words, either before or after you bring it in, to show that you fully understand the exact meaning of the text you are citing.
- Explain the specific language or idea of the quoted or paraphrased text in a way helps you explain and support your main claim about the text. Here you need to provide at least two-thirds more analysis than the length of the quotation or paraphrase. You need to produce enough of your own explanation of how the quoted or paraphrased material is indeed helping you support or substantiate your claim about the text.
Homework:

Produce, post, and practice your presentations.

Start the two peer reviews—cover letters and commented-on essays—which are due a week from today.

If your peer does not post his or her draft, you need to find and peer review someone else’s draft—anyone in your group.