Paper Worksheet 2 
Peer review Q&A 3-4 
Peer review – general 5 
Peer review – argumentative 6

Paper Worksheet 
This worksheet is to be filled out and turned in with the paper. NOTE: any and all categories can be 
modified to fit specific assignments. 
1. Does your paper have a separate title page with your name and title for the paper on it? 
 
2. Is the paper at least 1800 words long (excluding title page and references) but no longer than 2400 
words? Write down the number of words of your paper. 
 
3. Is the paper in 12 point Times New Roman font, double spaced, and with standard 1 inch margins? 
 
4. Is the paper written in MLA - APA format? (circle one) 
 
5. Is there a Works Cited - Reference page? (circle one) 
 
6. Does the paper include at least ten sources? 
 
7. Does the paper have an introduction with a thesis statement? Underline the thesis statement. 
 
8. Does the paper have a separate conclusion? Don’t include new material in the conclusion. 
 
9. Does the paper have separate body paragraphs in the main body of the paper? 
 
10. Is the paper written in third person without exception? 
 
11. Is the paper written in the present - past tense without exception? (circle one) 
 
12. Are all contractions (such as didn’t, won’t, I’m, wouldn’t) eliminated? 
 
13. Did you upload the paper to turnitin.com? 
 
14. Did you hand in the paper on time? If not, write down the date and time when you handed it in.

Peer Review

“All students, not just t he we ak writers, can benefit fro m draft rev iew” (Soven 2 04).

Why requiring peer-review sessions? • Merely one peer-review session could increase the quality of the student’s final paper. This not
o nly makes reading papers easier, it also saves grading time. • Requiring peer review guarantees that at least one other person has read through the student’s
draft. Furthermo re, when students read each o ther’s drafts, t hey get yet another chance to see a different approach to the assignment and to think thro ugh the key criteria fo r the assignment.

When sho uld peer-review ؐ

can ask students to rank their peer reviewers and base the peer review part of the grade on 
peer ratings. Peer review helpfulness can also be graded as participation points.  Model effective commenting. Tell the students on what to focus specifically. Make sure they 
mark strengths as well as things that may need improvement. Make sure comments are made 
and taken in spirit of helpfulness.  Explain how to handle divergent advice. Students need not choose one of the suggested 
revisions, but they should note that multiple suggestions pointed at the same part of a draft 
typically highlight a place where some revision is necessary for readers.  If you hold in-class peer-review sessions, circulate during the session to make sure students are 
on track and to intervene as necessary. Also, save a few minutes at the end of the session to 
discuss common problems with the class as a whole.  You can let students pick their own peer-review partners or group members, but you might also 
consider assigning peer reviewers based on your knowledge of students’ writing and editing 
skills. 
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State University. Copyright © 1997-2013 The WAC Clearinghouse and/or this site's authors, developers, 
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Peer Review Worksheet – General 
Name of author: Name of Editor: 
Areas of concern (filled out by the AUTHOR): 
Does the paper have a title? If not, suggest one 
Does the paper have an introduction that catches your attention? Why or why not? 
What is the topic of the paper? 
What is the thesis? 
How many body paragraphs does the paper have? 
Are the paragraphs in logical order? If not, how would you suggest for them to be rearranged? 
Does the paper have a conclusion? Does it sum up the paper? Explain