

Final Draft Review

- Make sure you have formatted the paper correctly—see p. 71 in *Rules for Writers*
- Introduction: The main purpose of the introduction is to make someone want to read your paper. How did you create interest about your argument in your introduction? The **thesis statement** should be the **last sentence** of the introduction, and you mention the texts you are analyzing somewhere in the introduction. See pp. 188-9 in *A Student's Guide to First Year Writing*.
- PIE body paragraphs: Most body paragraphs should follow the PIE format. Occasionally, using two “I’s” is ok, but always make sure you only have one “P” in a paragraph, and that your “E” is the longest part of the paragraph.
- Conclusion: Strong conclusions do not merely repeat what you have already said. They take one step further. One way of doing this is to raise some issues or start a “story” in the introduction that you “finish” or come back to in the conclusion. See pp. 236-7 in *A Student's Guide to First Year Writing*.
- Use active verbs—check for passive voice and work to change most of them
- Pronouns: Avoid using “you.” Avoid the pronoun “it” and the beginning of a sentence, and “this” and other indeterminate pronouns such as “this” and “these” at the beginning of sentences unless they are followed by nouns.
- Remember to include a “Works Cited” page. This page is **in addition** to the 4-5 page requirement.
- Proofread carefully

Peer and Instructor Review

My job: I want you to leave with a strong “working thesis” that makes sure you have more to write and can demonstrate significance, or the “so what.” I also want to go over one body paragraph in great detail.

Your job: You will provide a peer review that addresses two things: 1) PIE format: which means ensuring that the “E-explanation” part is really analysis and explanation and 2) Style: active verbs and pronouns (time permitting)

10-12 minutes

- Read your partner’s two body paragraphs. On the back or bottom of their paper, based on that reading, write down what you think do you think the thesis is. Check/Discuss if necessary.
- Label sentences in the body paragraph as **P**, **I** or **E**, depending on the function each sentence performs. This exercise sounds easier than it is because you need to really analyze the sentence to do this well and recognize that writers often think they are analyzing or explaining when in fact they are summarizing or making more points. Here are some guidelines:
 - **P**: Is this statement disputable, and in need of proof?
 - **I**: Is this statement a quote, a paraphrase or a summary?

- **E:** Does this statement relate to the “I,” and does it show how the “I” supports the “P?” Are there three or four of these statements, and do they proceed in a way that makes sense?
- After labeling, discuss how you might make that paragraph more effective. Write some changes down on the paper.

10-12 minutes

Active verbs: Read the paper and circle all verbs and verb phrases. Are they active? Suggest exact, active verbs.

Active verb clusters (these are but a few)

Wants	Contradicts	Advises
Needs	Undermines	Demonstrates
Craves	Destroys	Exemplifies
Desires	Lacks	Suggests
Requires	Neglects	Proposes

Pronouns: Check the subject of the sentence. Is the subject a pronoun like it, this, that, these, they. Use a specific noun instead. Rather than say, “This shows...” say This plan of attack lacks...” This wording exemplifies specificity.