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## **HIS 239: Kiev, Muscovy, and Russia** **Rough Draft Peer Critique Instructions**

In preparation for our **Rough Draft Workshop**, which will take place on **Monday, December 2**, please follow the steps on this handout. Our goal is to use **peer critique** as a method to help each other and ourselves 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:** Submit your paper via Sakai no later than 8:00 pm on **Sunday, December 1**.

**Step 2:** Check the Writing Workshop Groups (on Sakai, on the website, and on the back of this page) to see who is in your group. I will send your group members' papers to you by email as soon as possible after submission.

**Step 3:** Print out and carefully read the papers of *each* of your group members. As you read please do the following exercises and consider the associated questions. Please write notes directly on your group members' drafts as you read.

Analyze the **thesis statement**. Is the thesis statement clear? Does it present a **contestable claim**? If the thesis statement is not entirely clear, how can the author revise it to be clearer?

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 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:** Bring your own and your colleagues' papers with you to class! We will give each other our marked-up drafts at the end of the workshop.

### **Rough Draft Workshop Groups**

#### Group 1

Dan Androsik  
Paige Keith  
Katie Ruffing  
Timera Toppin

#### Group 2

Sarah Byrne  
Rakiah Ellis  
Max Kimmell

#### Group 3

Tori McKeehan  
Marc P eaquin  
Andreanna Stefl