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HIS 240: The Stalinist Experience **Partial Rough Draft Peer Critique Instructions**

In preparation for our **Partial Rough Draft Workshop**, which will take place **Tuesday, April 20**, please follow the steps on this handout. Our goal is to use **peer critique** to help clarify our ideas and become better academic writers. With that 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 Partial Rough Draft** from the body section of your paper. (Do not include 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 5:00pm on Sunday, April 18.** This counts as your submission of your Partial 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 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? Are there gaps? How can the author revise to make the story more coherent and complete?

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?

Write one sentence of your own that states the main argument of this draft. Do not attempt this until you have read the entire draft at least once!

- Compare your sentence to those of the other readers in your group. Did you all get the same message? If not, how can the author make their message clearer?
- Discuss with the author: Does your sentence reflects the argument they want to make? If not, how can the author adjust their use of evidence?

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

Grace Bemis (bemisgv@washjeff.edu)

Christian Rohrer (rohrercj@washjeff.edu)

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