**AP Literature 12 February**

**SPECIFICATIONS AND GUIDELINES FOR PEER-REVIEW**

Besides commenting by hand in the margins of the timed write itself, you need to type/write out a coherent general response—let’s call it a letter. The letter and marked-up timed write (make sure your name is on your partner’s timed write) are due back to your partner by the end of class. I will not grade these letters per se, but if it’s obvious that you did a slight or shoddy job of reviewing your partner’s timed write, I will penalize your own timed write.

 A helpful letter on your partner’s draft will probably include comments on all or most of the following issues, which I’m listing here for your convenience. You needn’t address each item one after the other in the order they’re listed here, though you may do so if it makes things easier.

1. Identify what appears to be the present draft’s thesis or overall point. If you aren’t sure just what it is, list the most likely possibilities.
2. Tell the author whether her overall point is interesting to you or not. Like, whether it adds anything substantive to your own understanding of the poem beyond the literal. If it doesn’t, you might suggest ways to make the overall point—an interpretation on the meaning of the experience—more interesting.
3. If, on the other hand, the overall thesis—the meaning of the experience— seems to you implausible, or unconvincing, or if you can see serious objections to it that the author hasn’t addressed, tell her about them.
4. Identify two parts of the overall analysis that seem comparatively strong/persuasive/effective.
5. Identify two parts of the overall analysis that seem comparatively weak/ unpersuasive/ineffective.
6. Does the author use any abstract terms or phrases (e.g., “despair,” “gender,” “happiness,” discover who she is”) whose precise meanings in the paper aren’t clear to you?
7. Tell the author how the essay’s parts fit together. Is she doing a good job of moving the reader coherently from one part of her analysis to another? If not, try to identify some places where you got disoriented or couldn’t figure out quite where in the discussion you were.
8. Tell the author whether her use of quotations from the poem seems effective. Do some of the quotations seem stuck in merely to satisfy the “textual references” requirement? Are any quotations unnecessarily long? Are quotations introduced well, woven smoothly into the author’s own prose, or do they just seem to hang there awkwardly?
9. Identify (in the margins of the draft if not in the letter) any basic syntactic errors you spotted.
10. Keeping in mind that we are working towards our mid-term paper: a scored poetry timed write, give at least two general suggestions for doing better on the timed writes.