

Workshop: Draft, Essay #2:Comparative Analysis Essay**Class #18****Due: Two copies of workshop letters; marked-up drafts**

Your assignment for our next class is to review each draft essay twice. First read the draft aloud. Then read it silently, writing in marginal comments and editorial suggestions as you review the piece. Type a one to one-and-a half page letter to each writer; print two copies of the letters. In class, you'll return the letters and marked-up drafts to the writers, with copies of the letters to me.

Your letters should let your fellow students know two or three specific strong points in the draft, as well as two or three specific things that need work or that you have questions about. As in workshop #1, we are interested primarily in issues of voice, argument and structure and secondarily in "polishing" the essay in terms of grammar, spelling, etc.

Here are some questions to consider:

1. Do the title and introduction engage you as a reader and set a context for the essay? Does the type of introduction (traditional expository or hybrid-combining aspects of experiential and expository approaches) work well? Does the writer's choice of voice seem appropriate to the topic and argument s/he is making? If not, what suggestions would you make?
2. Does the writer adequately compare different points of view? As a reader, do you find each point of view fairly presented? Does the organization of the comparative analysis work well? Are there any suggestions that you can make to improve the structure?
3. Does the author seem to have chosen appropriate secondary sources? Does s/he integrate secondary sources well and quote from those sources appropriately? Are there any ways in which s/he could improve in this area? Are there any secondary sources that you would suggest?
4. (If applicable) Does the writer integrate the interview material from his/her community research well? (If the writer has not yet included the community research, you can discuss this in the workshop.)
5. Does the author express his or her own point of view clearly? (Remember: that "point of view" might be an acknowledgement of the complexity of the issue.)
6. How effective is the conclusion in (a) dynamically closing the piece and/or (b) opening up reflection on broader issues?
7. How can the writer strengthen the draft on the paragraph, sentence or word level?