

Author Name: _____

Peer Revisor: _____

Argumentative Letter Peer Revision Checklist

Introduction

- There is a hook.
- The hook is detailed and grabs your attention.
- There is background of the issue.
- The thesis statement comes at the end of the introduction.
- The thesis statement begins by acknowledging the opposing claim.
- The thesis statement contains a preview of the author's two reasons for the claim.
- The thesis statement has a clearly worded claim.

Strength of this Section	Areas of Improvement

Reason 1 Paragraph

- The paragraph begins with a transitional word/phrase.
- The paragraph begins with a topic sentence after the transitional word or phrase.
- The first reason is clearly worded within the topic sentence. What is it? _____
- The reason is supported with **two pieces of direct quotes from research**.
- The first piece of evidence is introduced, so there isn't a hanging quotation.
- The first piece of evidence provided is relevant* to the reason.
*It shouldn't just RESTATE the reason. Instead, it should support the reason.
- The first piece of evidence is cited at the end with a parenthetical citation. Ex: (Smith NP).
- The first piece of evidence is explained with the significance of the evidence. (Part 1)
- The first piece of evidence is explained with a connection back to the reason/claim. (Part 2)
- The second piece of evidence is introduced, so there isn't a hanging quotation.
- The second piece of evidence provided is relevant* to the reason.
- The second piece of evidence is cited at the end with a parenthetical citation. Ex: (Smith NP).
- The second piece of evidence is explained with the significance of the evidence (Part 1)
- The second piece of evidence is explained with a connection back to the reason/claim. (Part 2)
- The paragraph is cohesive because of the author's use of transitional words/phrases.

Strength of this Section	Areas of Improvement

Reason 2 Paragraph

- The paragraph begins with a transitional word/phrase.
- The paragraph begins with a topic sentence after the transitional word or phrase.
- The second reason is clearly worded within the topic sentence. What is it? _____
- The reason is supported with **two pieces of direct quotes from research**.
- The first piece of evidence is introduced, so there isn't a hanging quotation.
- The first piece of evidence provided is relevant* to the reason.

*It shouldn't just RESTATE the reason. Instead, it should support the reason.

- The first piece of evidence is cited at the end with a parenthetical citation. Ex: (Smith NP).
- The first piece of evidence is explained with the significance of the evidence. (Part 1)
- The first piece of evidence is explained with a connection back to the reason/claim. (Part 2)
- The second piece of evidence is introduced, so there isn't a hanging quotation.
- The second piece of evidence provided is relevant* to the reason.
- The second piece of evidence is cited at the end with a parenthetical citation. Ex: (Smith NP).
- The second piece of evidence is explained with the significance of the evidence (Part 1)
- The second piece of evidence is explained with a connection back to the reason/claim. (Part 2)
- The paragraph is cohesive because of the author's use of transitional words/phrases.

Strength of this Section	Areas of Improvement

Exemplar Paragraph (Optional):

- The paragraph begins with a transition word/phrase.
- The paragraph begins with a topic sentence after the transitional word or phrase.
- The counterclaim is clearly worded within the topic sentence. What is it? _____
- The opposing side is refuted with **evidence OR a logical rebuttal**.
- The piece(s) of evidence is introduced, so there isn't a hanging quotation.
- The piece(s) of evidence provided is relevant to the reason.
- The piece(s) of evidence is cited at the end with a parenthetical citation. Ex: (Smith NP).
- The piece(s) of evidence is explained with the significance of the evidence.
- The piece(s) of evidence is explained refuting why the opposing side's claim is not valid.
- The paragraph is cohesive because of the author's use of transitional words/phrases.

Strength of this Section	Areas of Improvement

CONCLUSION:

- The conclusion begins with a transition.
- The conclusion begins with a restatement of the thesis.
- The conclusion ends with a thoughtful call to action/plea for change.

STRENGTH OF THIS SECTION	AREAS OF IMPROVEMENT

Writing to Task:

- The letter contains a date (Friday, May 25th, 2018).
- The letter has the recipient's name and address below the date.
- The letter has a salutation.
- The letter has a closing.
- The letter has the author's typed name with space above for a signature by the author.
- The date, recipient name and address, salutation, closing, and typed name are all in line with one another.
- There is a line between the date, recipient name and address, salutation.
- There is a line between the body of the letter and the closing.
- The first line of each paragraph is tabbed over once.
- The author **establishes** a formal style in the introduction.
 - No contractions
 - No abbreviations (unless introduced before: National Football League (NFL))
 - No slang
- The author **maintains** a formal style throughout the body of the letter.
 - No contractions
 - No abbreviations (unless introduced before: National Football League (NFL))
 - No slang
- There are minimal errors in conventions (like capitalization, grammar learned this year).
- Any errors in conventions do not interfere with readability (no really long sentences without the proper punctuation; sentence structure is easy to follow).

STRENGTH OF THIS SECTION	AREAS OF IMPROVEMENT