Peer Writing Groups: *Into the Wild* Essay

Date: _____ Essay Title: _____
Author: _____ Reader: _____

Directions:
Do not get bogged down in correcting grammar and punctuation. Please address all the criteria below for your writing group member's draft and return that draft to the writer. Budget your time so that you are able to cover all these areas in writing. Verbally discuss only what you think are the most pressing concerns below. Just tell the writer that s/he has serious grammar or punctuation problems and needs to edit very carefully on the final draft before submitting it.

ESSAY STRUCTURE CHECKLIST (Passing essays will accomplish the first 12 criteria)	**YES**	**NO**
1. The introductory ¶ uses 3-4 sentences that summarize what the *ITW* is about.		
2. The introductory ¶ correctly introduces **Jon Krakauer and his book**.		
3. The introductory ¶ correctly introduces **Henry David Thoreau and his essay(s)**.		
4. The introductory ¶ clearly establishes the purpose of the essay in the **thesis statement**, which is that it will prove a variety of **Thoreau's ideals/philosophies influenced Chris McCandless**.		
5. The **thesis** is **clearly and precisely** stated in the last sentence of the introductory ¶.		
6. The **thesis** uses *all three key words*: **McCandless, Thoreau, and influence**.		
7. MB ¶ 1 **begins** with a **TS/paraphrase** that reinforces the idea of Thoreau's influence on C. M.		
8. MB ¶ 2 **begins** with a **TS/paraphrase** that reinforces the idea of Thoreau's influence on C. M.		
9. MB ¶ 3 **begins** with a **TS/paraphrase** that reinforces the idea of Thoreau's influence on C. M.		
10. MB ¶ 4 **begins** with a **TS/paraphrase** that reinforces the idea of Thoreau's influence on C. M.		
11. MB ¶ 5 **begins** with a **TS/paraphrase** that reinforces the idea of Thoreau's influence on C. M.		
12. MB ¶ 6 **begins** with a **TS/paraphrase** that reinforces the idea of Thoreau's influence on C. M.		
13. After **each** topic sentence, a **direct quotation** from one of Thoreau's essays appears.		
14. **Each** main body ¶ **cites & explains at least three (3)** specific examples from the text.		
15. **Each** main body ¶ ends with a closing or concluding sentence.		
16. **All** main body ¶s are **unified** (do not stray from the topic sentence) and develop **only** the stated influence. (List ¶s which need work on unity: _____.)		
17. **Each** main body ¶ employs a transitional sentence.		
18. The parenthetical notations have **errors and need to be fixed**. (See your handbook.)		
19. The Works Cited page uses correct MLA format (hanging ¶s, alphabetized, double-spaced, etc.)		
20. The writer needs to edit carefully **spelling and typos** in the next draft.		
21. The essay needs work in the area of **punctuation and grammar**.		

22. A) Evaluate whether the thesis is **forceful** and **assertive**. Explain.

    B) Show how the writer could reword the thesis for **clarity** and **precision**—*even if you think it's pretty good.*

23. Find the ¶s that need the most work on coherency. (orderly sequence of sentences, no jumbled ideas)

24. List the main body ¶s that need ***more concrete evidence*** from *ITW*? (Read closely; be critical here.)

25. Which passage(s) (specify ¶s) are **most clear** to you? **Explain why**.

26. Describe how effective the arrangement of the **various influences** is. Would it be better to use ***ascending order of importance*** or ***descending order of importance***—*or even some other organization scheme*?

27. Identify influences that are particularly strong. What influences do you recommend deleting because they are especially weak?