

OCT 06 2008

REQUEST FOR APPROVAL TO USE W-DESIGNATION

LSC # _____
Action _____

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

- Professor TIGER ROHOLT Phone 7-2310
- Writing Workshop? (If not at IUP, where? when?) YES
- Proposal for one W-course (see instructions below) YES
- Agree to forward syllabi for subsequently offered W-courses? YES


TYPE II. DEPARTMENT COURSE

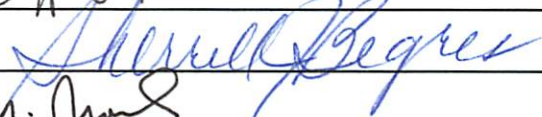
- Department Contact Person _____ Phone _____
- Course Number/Title _____
- Statement concerning departmental responsibility _____
- Proposal for this W-course (see instructions below) _____

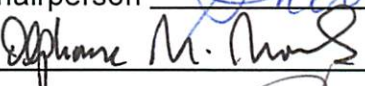
TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

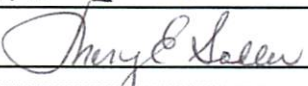
- Professor(s) _____ Phone _____
- Course Number/Title _____
- Proposal for this W-course (see instructions below) _____

SIGNATURES:

Professor(s) 

Department Chairperson 

College Dean 

Director of Liberal Studies  10/10/08

COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

- I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.
- II. Copy of the course syllabus.
- III. Two or three samples of assignment sheets, instructions, or criteria concerning writing that are given to students. Limit: 4 pages. (Single copies of longer items, if essential to the proposal, may be submitted to be passed among LSC members and returned to you.)

Please number all pages. Provide one copy to Liberal Studies Committee.

Before you submit: Have you double-checked your proposal against "The Liberal Studies Committee's Most Frequently Asked Questions"?

Received

OCT 07 2008

Liberal Studies

T. ROHOLT

A. Writing Assignments					
Assignment Title	# of Assignments	# of total pages	Graded (Yes/No)	Opportunity for Revision (Yes/No)	Written Assignment represents what % of final course grade
1-PAGE EXPOSITORY	4	4	YES	NO	5% each
2-PAGE EXPOSITORY	2	4	YES	YES	15% each
CRITICAL ESSAY	1	7	YES	YES	50%
Totals	7	15	NA	NA	100%

Summary Chart for Writing Assignments*

B. Examinations (Complete only if you intend to use essay exams/short answers as part of the required number of pages of writing.)			
Exams	Approx.% of exam that is essay or short answer	Anticipated # of pages for essay or short answer, or approx. word count	Exam constitutes what % of final course grade
Totals			

*Total writing assignments should contain at least 5000 words (approximately 15-20 typed pages) in two or more separate assignments; written assignments should be a major part of the final grade— at least 50% or more.

Tiger C. Roholt
Writing Summary

I. COURSE CONTENT

The subject matter of this course is even more difficult to understand than an ordinary philosophy course. Phenomenology attempts to understand the world in a pre-scientific way, which is very difficult for us to make sense of because we live in a culture that is shaped by a scientific world view. In order to understand the methods and principles of Phenomenology a student must engage in reading, writing, thinking, etc. Thus, this course includes several short writing assignments (one and two-page assignments) that enable the students to write about the various ideas in order to come to understand them.

II. TYPES OF WRITING ACTIVITIES

A. Four 1-Page Expository Writing Assignments (20% of grade)

In these assignments the students are asked to describe an author's view of a given issue (Husserl's view of psychologism, Heidegger's notion of being-in-the-world, etc.). The purpose is to lead the student to return to the text and think about the issue in order to understand the text more clearly. These assignments also help the student to become accustomed to writing in a concise philosophical style. There are no revisions for these assignments. These are to be graded. The evaluation criteria—in addition to the degree to which the paper accurately presents the author's view—are given in section VII of the syllabus.

B. Two 2-page Expository Writing Assignments (30% of grade)

These assignments also involve describing an author's view of a given issue. These also serve the purpose of leading the student to return to the text and think about the issue in order to understand the text more clearly. And these assignments also help the student to become accustomed to writing in a concise philosophical style. However, these papers involve a *peer edit*, and a *second version*. I have written very detailed "Peer Edit" and "Writer Response" forms; samples of these are included in section XII of the syllabus. And again, the evaluation criteria—in addition to the degree to which the paper accurately presents the author's view—are given in section VII of the syllabus.

C. One 7-page Critical Essay (50% of grade)

This assignment involves a proposal, draft, peer edit, and a final version. The proposal will provide students with an opportunity to get feedback from me on a thesis prior to writing. This assignment allows a student the opportunity to engage with a cluster of ideas, and raise criticisms, offer their own ideas, etc. Additional writing advice/evaluation criteria for longer essays are given in section X of the syllabus. And again, this assignment will involve use of the "Peer Edit" and "Writer Response" forms, which I've included in section XII of the syllabus.

Tiger C. Roholt
Phil 326

Writing Assignment 1

2-page Expository Writing Assignment (15% of course grade)

INSTRUCTIONS

Explain what psychologism is, and explain why Husserl's view is not an instance of it. You are not to evaluate the author's view nor explore your own reactions to the claims. The paper should be approximately two-pages in length, double-spaced, printed in a 12-point font, with one-inch margins on all sides.

You will write a draft that will go through peer review, then you will write a final version and complete a Writer Response Form. To see samples of the Peer Review Form and the Writer Response Form, see section XII of the syllabus.

WRITING TIPS AND EVALUATION CRITERIA

In addition to correctly describing psychologism, and correctly explaining why Husserl's view is not an instance of it, the following issues will be important in the evaluation of your paper.

A. Concision is important in writing philosophy; avoid verbiage. Avoid grandiose introductory comments. Do not begin with, e.g., Husserl's biographical information and an evaluation of his importance. Get right down to business: "In this essay I will describe Husserl's account of epoche presented in his Ideas. I will examine his view by considering a concrete case...and I will argue that..."

B. Philosophy essays are about concepts, claims, and arguments; this dictates the order of presentation. Typically, you must take information from different parts of the text and present it in the best order for making the claims and their justifications clear and effective. Do not present information in the order given in the text, as you might in a book report (unless this order happens to be effective).

C. Your imaginary audience is not someone who has read the text you are writing about; she does not already understand the claims and arguments. You must explain the positions and criticisms. You might imagine yourself (before you read the text) as your audience, or a reasonably intelligent friend or family member. Relatedly, in grading your essay, I shouldn't have to read the essay sympathetically; what you have to offer should be clearly on the page. When you use terms that have a special meaning for an author (e.g. "noema" "psychologism," etc.) you must give that meaning.

D. While you ought to include some textual justification (quotations), especially for moves or claims that you take to especially require justification, you ought to strive to describe the author's ideas in your own words (do not use the quotations to do the describing or explaining for you). Be sure to use very plain language. You ought to strive to breakdown the ideas into the simplest, most straightforward terms possible; this involves thoughtful word-choice and uncomplicated sentence structure (but of course, you don't want to simplify expression at the expense of accurately representing the details and subtleties of the concepts and arguments).

E. Plagiarism is a form of academic fraud. Instances of plagiarism will result in a failing grade for the course. If you are unsure about what constitutes plagiarism, you ought to consult this webpage from Georgetown University:
<http://gervaseprograms.georgetown.edu/hc/plagiarism.html>

Tiger C. Roholt
Phil 326
Final Writing Assignment
7-Page Critical Essay (50% of course grade)

INSTRUCTIONS

This essay will require a proposal, a first draft (which will go through a peer edit) and a final draft. The proposal will provide you with an opportunity to get feedback from me on your thesis prior to writing. The final paper should be 7-pages, double-spaced, printed in a 12-point font, with one-inch margins on all sides.

The proposal should be conceived in the following form. (1) Describe the phenomenological issue you are addressing. (2) Describe the question to be answered. (3) Explain your thesis (i.e., your answer to the question).

As regarding previous writing assignments, peer editors will use Peer Edit Forms, and in your revision, you will use a Writer Response Form (see section XII of the syllabus for samples). In addition to the writing advice and criteria that you have been given for previous assignments, below are issues relevant to evaluation of longer philosophy papers.

WRITING TIPS AND EVALUATION CRITERIA

- A. Begin the process early. Begin by jotting down the main themes, arguments, or concepts that you think the essay requires. What are the sub-themes? What is required in order to thoroughly present these themes? (You can ascertain much of this by reviewing lecture notes and by skimming your text—which you have already read carefully and marked strategically.) From these initial notes you can construct a working outline.
- B. Use proper essay form: include an introductory paragraph, a concluding paragraph, etc. Your introduction should set the scope and goals for the essay, and your conclusion should recapitulate what you have accomplished. Make sure all the paragraphs in the body of the essay also have proper form. Make the essay's structure transparent to the reader, by using transitions, and by giving an indication of what you are about to do at each juncture (in addition to this structure being given in broad terms in your introduction).
- C. Give reasons (justification) for all positions you set out and for evaluative comments you make (thereby making your comments more than opinions).
- D. To find an objective perspective on a draft, write an outline from it.
- E. Include proper bibliographical references. If you choose to refer to a secondary source, you must cite it properly (even if you merely paraphrase).

syllabus

Phenomenology & Existentialism
PHIL 326, Sec. 00X, CRN: XXXX
Day/Time: XXXXX
Location: XXXXX
Indiana University of Pennsylvania, Spring
20XX

Tiger C. Roholt, Ph.D.
Office: Sutton Hall 442
Office Hours:
Email: tiger.roholt@iup.edu
(please see email policy below*)
Phil Dept. 724-357-2310

*Please do not hesitate to contact me
about any aspect of the course.*

I. COURSE DESCRIPTION

Catalog Description

A study of the phenomenological method as developed by Edmund Husserl and of the subsequent phenomenological movement as exemplified in the works of such representative figures as Heidegger, Merleau-Ponty, and Paul Ricoeur and of existentialism both as an independent movement of thought and as influenced by phenomenology and exemplified in the works of such representative figures as Kierkegaard, Jaspers, Marcel, Buber, and Sartre.

Instructor's Further Elaboration

All theorizing—science included—is grounded upon our ordinary grasp of objects, situations, and our selves. Theoretical understanding is secondary and only partial; our ordinary (or "lived") grasp of the world is primary. This is what Phenomenologists believe, and they offer a number of principles and methods for describing this "life-world." What is more, *Existential* Phenomenologists seek a pre-scientific understanding of what gives *meaning* to a human life.

We will begin this course with a brief look at the philosophical backdrop to Phenomenology found in René Descartes' *Meditations*. We will then explore the foundations of Phenomenology through select writings of its founder, Edmund Husserl. Husserl's student, the Existential Phenomenologist Martin Heidegger, has had an even greater influence on subsequent 20th Century Continental philosophy than Husserl himself; consequently, we will devote a significant amount of time to his magnum opus, *Being and Time*. In the final portion of the course, we will consider what some Existential Phenomenologists have to say about the nature of *technology*. We will read *On the Internet*, a book by the contemporary Existential Phenomenologist, Hubert Dreyfus, who draws explicitly from the work of the Existential Philosophers Søren Kierkegaard, Friedrich Nietzsche, and the Existential Phenomenologist Maurice Merleau-Ponty.

* *Email Policy*: I receive dozens of emails every day, so please allow 48 hours for me to read and return an email. This means that you should not attempt to communicate with me about anything "last minute" via email—instead, come to my office hours. (If I do not respond to your email within 48 hours, please feel free to send another email as a reminder.)

II. COURSE OBJECTIVES

- A. Students learn the Phenomenological method as developed by Husserl and altered by Existential Phenomenologists beginning with Heidegger. Students will also come to understand the differences between these two strains of Phenomenology.
- B. Students recognize similarities and differences between the Continental and Analytic philosophical traditions.
- C. Students become prepared for more advanced study in Continental Philosophy.
- D. Students become better close-readers of difficult texts, and become more skilled at determining the positions of an author, the arguments given in favor of them, and the possible criticisms.
- E. Students become familiar with a number of basic concepts and methods of philosophy in general, including argument analysis and evaluation; this will result in improving your critical thinking and writing skills through practice in identifying and critically evaluating beliefs/opinions/claims.

III. COURSE OUTLINE

- A. Analytic Philosophical Background to Phenomenology
 - 1. Descartes' *Meditations*
- B. Husserl: Foundations of Phenomenology
 - 1. Psychologism
 - 2. The Reductions
 - 3. The Noetic-Noematic Structure of Experience
 - 4. The Horizon
 - 5. The Life-World
- C. Heidegger: Existential Phenomenology
 - 1. Being
 - 2. Dasein
 - 3. Being-in-the-World
 - 4. Truth
- D. Technology: The Internet (Hubert Dreyfus)
 - 1. Being Disembodied
 - 2. Nihilism
 - 3. Existential Commitment

IV. EVALUATION METHODS

The course grade will be determined as follows:

20% Four 1-Page Expository Writing Assignments

30% Two 2-page Expository Writing Assignments

- Draft
- Peer Review
- Final Version

50% One 7-page Critical Essay

- Proposal
- Draft
- Peer Review
- Final Version

V. REQUIRED READING

Some readings will be made available on WebCT as PDF files. You will need to have a PDF reader on your computer, such as Adobe Reader, and you must print every text and bring it to class. The WebCT URL is: <http://webct.iup.edu/> If you do not have access to our course on WebCT, contact me immediately.

Reference

Use a good, college-level dictionary to find the meanings of *any* words that you do not know. Many words that you don't know will surface in the readings again and again, so it pays to take note of their meanings upon their first appearance in the text. Through the IUP library, you have online access to the *Oxford English Dictionary* and the *Encyclopedia Britannica*:

<http://www.lib.iup.edu/databases/databases.shtm#n>

Never use Wikipedia for academic purposes (there are too many errors in the entries, and in most cases, you have no way of detecting them).

Required Reading:

René Descartes, *Meditations* (PDF excerpts, to be made available on WebCT)

Edmund Husserl

The Logical Investigations (PDF excerpts)

Ideas I (PDF excerpts)

The Crisis of the European Sciences (PDF excerpts)

Martin Heidegger, *Being and Time* (Division I)

Martin Heidegger, "The Question Concerning Technology" (PDF)

Hubert Dreyfus, *On the Internet*

Recommended Reading:

Dermot Moran, *Introduction to Phenomenology*

VI. COURSE POLICIES

In order to be as fair as possible to everyone, I must strictly adhere to the following policies. Treating all students fairly means that I cannot make exceptions for individuals, so please be clear about these policies before the course begins.

Attendance

I *strongly* recommend that you attend all class sessions, but I will not penalize you for absences. Missing lectures, will, of course, mean that you will have fewer opportunities for class discussion. I also want to emphasize that missing lectures will negatively affect your ability to understand the material, and so missing classes will probably result in a lower course grade on exams. Much of the material we will study is very difficult, and you will need to hear a lecture in order to understand it. You should be very careful about your decisions regarding attendance. You can assume that important material is covered in class *every day*; every day we will go over material that is central to the upcoming exam. If you miss any class, you must obtain a copy of another student's notes. Once you have read the assigned reading and someone's class notes, then you may come to my office hours to discuss the material further. Consequently, if you think you will miss any classes, you should exchange phone numbers and/or emails with one or two fellow students.

Punctuality

I require that everyone be on time. Philosophy lectures require you to hear what I say in the very first minutes of the lecture. In order to grasp the lectures, many students will need to concentrate quite closely on the arguments. If the class you attend prior to mine tends to end late, inform me, and I will take it up with the professor of that course.

Policy on Late Papers

You are expected to submit papers when they are due. Exceptions require written proof (which I can keep) that includes your name, the date of the absence, the relevant document(s) proving the reason for your absence, and when appropriate, a signature by the relevant person. Exceptions may include personal and family emergencies such as serious personal illness or accident, incarceration, the death of a family member, and participation in required IUP activities such as athletic competitions and concerts. If you have an official excuse, *you must inform me prior to, or within 24 hours of, the paper due date.*

Academic Integrity

You are required to familiarize yourself with IUP's *Academic Integrity Policy and Procedures*. As it says in the Undergraduate Catalog, "The university's academic integrity policy is part of an ongoing effort to develop a community where trust, honesty, ethical principles, and personal integrity guide interactions with others, thereby providing for orderly academic and scholarly processes." Please read the Policy and Procedures in the Catalog, which you can access here:

<http://www.iup.edu/registrar/catalog/acapolicy/index.shtm>

No violations of this policy will be tolerated.

Disabilities

If you have a disability that might affect your performance in this course, I want to help you and make any necessary arrangements. Students at IUP are encouraged voluntarily to contact

Disability Support Services in the Advising and Testing Center. With student consent, DSS informs

professors of student disabilities. You may prefer to contact me directly.

Proper Academic Conduct

The classroom is a professional environment. Philosophical inquiry requires an atmosphere of respect for each other and the academic process. The *IUP Undergraduate Catalog* and the *IUP Student Handbook* outline policies for academic integrity and student behavior. Abusive or intimidating behavior or language, sexual innuendo, harassment on the basis of race/ethnic group, gender, religion, physical disability, or sexual orientation, and any behavior that disrupts the academic atmosphere of the classroom (including but not limited to private conversations, reading newspapers, listening to music with head phones, and attending class under the influence of drugs or alcohol) are subject to Judicial Board sanctions ranging from behavioral contracts to suspension or expulsion in extreme cases. Just to emphasize, in the interest of your fellow students, I will not tolerate talking in the classroom.

VII. GENERAL ADVICE AND INFORMATION ABOUT WRITING FOR THIS COURSE

The writing advice given in these next sections is directly relevant to how your papers will be evaluated.

A. Concision is important in writing philosophy; avoid verbiage. Avoid grandiose introductory comments. Do not begin with, e.g., Husserl's biographical information and an evaluation of his importance. Get right down to business: "In this essay I will describe Husserl's account of *epoche* presented in his *Ideas*. I will examine his view by considering a concrete case...and I will argue that..."

B. Philosophy essays are about concepts, claims, and arguments; this dictates the order of presentation. Typically, you must take information from different parts of the text and present it in the best order for making the claims and their justifications clear and effective. Do not present information in the order given in the text, as you might in a book report (unless this order happens to be effective).

C. Your imaginary audience is *not* someone who has read the text you are writing about; she does not already understand the claims and arguments. You must *explain* the positions and criticisms. You might imagine *yourself* (before you read the text) as your audience, or a reasonably intelligent friend or family member. Relatedly, in grading your essay, I shouldn't have to read the essay sympathetically; what you have to offer should be clearly on the page. When you use terms that have a special meaning for an author (e.g. "*noema*" "psychologism," etc.) you must give that meaning.

D. While you ought to include some textual justification (quotations), especially for moves or claims that you take to especially require justification, you ought to strive to describe the author's ideas in your own words (do not use the quotations to do the describing or explaining for you). Be sure to use very plain language. You ought to strive to breakdown the ideas into the simplest, most straightforward terms possible; this involves thoughtful word-choice and uncomplicated sentence structure (but of course, you don't want to

simplify expression at the expense of accurately representing the details and subtleties of the concepts and arguments).

E. Plagiarism is a form of academic fraud. Instances of plagiarism will result in a failing grade for the course. If you are unsure about what constitutes plagiarism, you ought to consult this webpage from Georgetown University:

<http://gervaseprograms.georgetown.edu/hc/plagiarism.html>

VIII. INFORMATION ON 1-PAGE EXPOSITORY WRITING ASSIGNMENTS

These papers require you to *describe* an author's view on a given issue. You are not to *evaluate* the author's view nor explore your own. I will assign these to give you the opportunity to digest important concepts in our readings. You are to follow the writing advice given in section VII above.

IX. INFORMATION ON 2-PAGE EXPOSITORY WRITING ASSIGNMENTS

These papers, as the 1-page papers, require you to describe an author's view on a given issue. You are not to *evaluate* the author's view nor explore your own. However, unlike the 1-page papers, these papers will go through a peer edit, and then you will re-write the paper. This process will help you and your editor to hone your skills at basic expository writing in philosophy—prior to embarking on the final essay. As editors, you will work with Peer Edit Forms, and in writing your final version, you will work with Writer Response Forms. Samples of these forms are given at the end of this document. You are to follow the writing advice given in section VII above.

X. INFORMATION ON 7-PAGE CRITICAL ESSAY

This essay will require a proposal, first draft, peer edit, and final draft. The proposal will provide you with an opportunity to get feedback from me on your thesis prior to writing. As above, peer editors will use Peer Edit Forms, and in your revision, you will use a Writer Response Form. Again, samples of these forms are given at the end of this document. In addition to the writing advice given in section VII above, here is some advice for writing longer philosophy papers:

A. Begin the process early. Begin by jotting down the main themes, arguments, or concepts that you think the essay requires. What are the sub-themes? What is required in order to thoroughly present these themes? (You can ascertain much of this by reviewing lecture notes and by skimming your text—which you have already read carefully and marked strategically.) From these initial notes you can construct a working outline.

B. Use proper essay form: include an introductory paragraph, a concluding paragraph, etc. Your introduction should set the scope and goals for the essay, and your conclusion should recapitulate what you have accomplished. Make sure all the paragraphs in the body of the essay also have proper form. Make the essay's structure transparent to the reader, by using transitions, and by giving an indication of what you are about to do at each juncture (in addition to this structure being given in broad terms in your introduction).

C. Give reasons (justification) for all positions you set out and for evaluative comments you make (thereby making your comments more than opinions).

D. To find an objective perspective on a draft, write an outline *from* it.

E. Include proper bibliographical references. If you choose to refer to a secondary source, you must cite it properly (even if you merely paraphrase).

XI. TIPS ON READING/STUDYING PHILOSOPHY

You will need to read each assignment more than once. Here is a method for studying philosophy (which I have adapted from the method of Dr. Sophia Wong) for reading a text three times.

1. PREVIEWING

An initial, strategic skimming

- Read the first paragraph carefully; read the subsequent headings (chapter titles, section headings, diagrams, and chapter summaries).
- Look for terms that signal a main point (such as "it follows that," "therefore," "consequently," etc.), and read the claim(s) these terms introduce.
- Read the final paragraph carefully.
- Identify the author's thesis/main claim.
- Is the author responding to a historical situation? another thinker? If so, you need to be familiar with these position(s): ask about the context in class and/or peruse recommended reference materials.

2. ACTIVE READING

First active reading

- Read "with your hands": underline/highlight key points (less than 1/3 of each page). Develop other marks that will help you to navigate the text efficiently.
- Annotate in margins or on separate paper (try keeping a reading journal for long texts).
- Don't worry too much about perfect syntax - just jot down your initial reactions, comments, and especially questions. It is important to take note of passages that you don't understand on a first reading, and ask about these passages in class.

3. SUMMARIZING

Second active reading

- Reread and take notes; if you are having difficulty understanding a text, try summarizing each paragraph/section in one sentence or two.
- Mark up the text more, underlining definitions, generalizations, steps of argument, if you haven't marked them already. Read and Re-read.
- Make sure to distinguish your own comments from the summary/outline so you can use them for your exam-study or paper-writing without getting mixed up (try using different colors).

4. AFTER LECTURES

- Compare your lecture notes and reading notes.
- If the text and my explanations leave you confused, visit me during my office hours so that I can explain the material in more detail—take responsibility for your education.

XII. SAMPLE "PEER REVIEW" AND "WRITER RESPONSE" FORMS

[the spaces that exist in the actual forms, below each peer edit question, are removed to save space in this application document]

Peer Review Form

Tiger C. Roholt
IUP, Philosophy

Course _____

Writer Name _____

Assignment Title _____

Reviewer Name _____

Your marks on the writer's paper must be in red ink so that I can discriminate between your marks and subsequent marks the writer may make. Be sure to write your name on the paper you are editing. If you are unclear, yourself, about any of these writing rules, you must work with your grammar/writing handbook.

Read the paper at least once before making any marks or determinations.

1. Heading

Does the paper begin with a proper heading? _____

Writer's Name; Assignment Name, and Paper Title (e.g., "Paper 1, Draft: Mapping Plato's Divided Line onto the Cave Allegory"); Department Name, Course Name and Number
Professor's Name; Date Submitted

2. Spelling

How many misspelled words did you find? _____

In the paper, write "sp" near misspelled words.

Look for common errors in sound-alike words such as *there/their/they're, than/then, affect/effect, accept/except, etc.*

3. Citations

Are all citations correctly formatted and placed? _____

4. Possessives and Plurals

How many possessive and plural mistakes did you find? _____

In the paper, write "pos" or "pl" near the relevant words.

Reminders:

- (a) an apostrophe is not used to make a word plural.
- (b) possessive pronouns—its, hers, yours, etc.—do not involve apostrophes ("It's" means "it is," "who's" means "who is," etc.).
- (c) if a noun is *plural*, and ends in -s, add only an apostrophe for the possessive (correct: artists').
- (d) if a noun is *singular* and ends in -s, add an apostrophe *and* an "s" (correct: Lois's)

5. Commas

How many missing, superfluous, or misplaced commas did you find? _____

In the paper, write "comma" wherever a comma should be added, removed, or moved. Reminder: Commas (and periods) *always* go inside quotation marks.³

6. Pronoun Agreement

How many pronoun agreement mistakes did you find? _____

In the paper, write "pn agr" wherever pronoun agreement mistakes occur.

See my pronoun handout for guidelines.

7. Word Choice, Sentence Structure—Clarity

How many word choice and sentence structure problems did you find? _____

In the paper, write "word," and suggest a more adequate word, wherever you find a word that you believe to be misused. In writing philosophy, especially at the beginning level, the words and sentence structure should be straight-forward, not overly complex, and not too "literary." Evaluate the paper's clarity. Are concepts and arguments explained plainly and clearly without relying upon jargon? Elaborate below:

8. What is the paper's thesis? State it concisely below (if it is unclear in the paper, say so below, but speculate as to what it is).

9. Evaluate the thesis. Is the thesis interesting and challenging enough to generate an interesting paper? Elaborate below.

10. Introduction/Conclusion. Does the introduction set the scope, goals, and structure of the essay? Does the conclusion recapitulate the claims and arguments of the paper? (No new information or claims should be introduced in the conclusion.) Comment below.

11. Structure. Is the paper well-structured? Are the issues presented in an effective order? Elaborate below.

12. Coverage. Are there issues that should be examined that are left out? Elaborate below.

13. Reasoning

Is the reasoning flawed? Do supporting reasons actually support concluding claims? *Are some claims left unsupported?* Does the writer consider and reply to objections? Are assumptions made explicit? Elaborate below.

14. Connections and Transitions

How many connection/transition problems did you find? _____

In the paper, write "conn" or "trans" wherever you find such problems.

Are the ideas discussed well connected? Is it clear which sentences present elaborations or explanations of which other sentences? Is it clear which sentence(s) are presented as supporting reasons for which other sentence(s)? Is it clear which sentences draw conclusions? Is the structure of the paper effective? In other words, is the *order* of paragraphs effective in describing the issues and supporting the thesis? Elaborate below.

15. Paragraphs

How many paragraphs did you find that were not unified? _____

In the paper, write "¶," and describe the problem, wherever you find such a problem paragraph (on the paper itself). The first sentence of each paragraph should indicate the paragraph's main point (unless the paragraph begins with a transitional sentence), and all

other sentences should relate to it by offering more details, explanation, examples, an argument, etc. Are all paragraphs related to the main thesis? Elaborate below.

16. Audience

Is the paper properly pitched at the target audience? (The target audience is an intelligent peer who has not taken this course or read the text(s).) Are key concepts left unexplained? Is too much assumed? Elaborate below.

17. Write miscellaneous or general comments below.

Writer Response Form

Tiger C. Roholt
IUP, Philosophy

Course _____

Writer Name _____

Assignment Title _____

Reviewer Name _____

Each number below corresponds to numbers on the Peer Review Form. For each number, explain the action you have taken to address your reviewer's comments. If you did not take action, you must explain why.

1. Did you make changes to the **heading** based on your reviewer's comments? _____

2. **Spelling.** List original mistakes, corrected.

3. Did you make changes to **citations** based on your reviewer's comments? _____

4. **Possessives and Plurals.** List original mistakes, corrected.

5. **Commas.** How many comma errors did you correct? _____

6. **Pronoun Agreement.** List original mistakes, corrected.

7. Word Choice, Sentence Structure, and Clarity

Below, describe the adjustments you made as a result of your reviewer's comments; if you did not follow some of your reviewer's suggestions, state which ones and say why.

8 & 9. **Thesis.** Did you make changes based on your reviewer's comments? Explain below.

10. **Introduction/Conclusion.** Did you make changes based on your reviewer's comments? Explain below.

11. **Structure.** Did you make changes based on your reviewer's comments? Explain below.

12. **Coverage.** Did you make changes based on your reviewer's comments? Explain below.

13. **Reasoning.** Did you make changes based on your reviewer's comments? Explain below.

14. **Connections and Transitions.** Did you make changes based on your reviewer's comments? Explain below.

15. **Paragraphs.** Did you make changes based on your reviewer's comments? Explain below.

16. **Audience.** Did you make changes based on your reviewer's comments? Explain below.

17. **Miscellaneous.** Did you make changes based on your reviewer's comments? Explain.