

Writing Workshop: Outline

(Bring three printed outlines)

Writing Group (share + feedback + start expanding your outline)

You will work in a small group with people writing about the same artwork.

1. What is my current working thesis? After hearing my thesis statement, what is people's expectation of what will follow? How do I better manage reader's expectations?

2. What do I plan to write for each section? How do I plan to flow my writing? You don't need section titles but try to have a mind map of where your analysis is going.

3. Feedback I received from others:

Questions, suggestions, or ideas to push this further? Are there other specific details from the text or film that I could use to support my argument?

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Plan to discuss for 30 minutes up to an hour. Once you're finished, come check in with me, ask any questions, and let me look over your worksheet. Then you can either start writing on-site or leave to write on your own.

Office hours TODAY: 1 – 3 PM

(No office hours tomorrow)

Writing Workshop: Draft and Revision

In-Class Peer Review

First complete the checklist on your own. Then use the checklist to have a conversation with your partner about your draft. Where do you need feedback on?

Read your partner's draft slowly and closely. Take responsibility for helping them improve the work. Drafts are drafty, so please be patient.

Feedback from Peer Review Partner:

- _____
- _____
- _____
- _____

Revision Plan

After peer review, make your ACTIONABLE revision plan.

My revision priorities (circle or list 2–3):

- Clarifying argument about _____
- Strengthening close reading of _____
- Reorganizing structure to make it _____
- Expanding analysis where _____
- Tightening language where _____
- Other: _____

First thing to do for revision:

Plan to discuss for 40 minutes up to 90 minutes. Once you're finished, come check in with me, ask any questions, and let me look over your worksheet. Then you can either start writing on-site or leave to write on your own.

Continue to **check in with your partner** and ask for suggestions if you feel stuck anytime before the final submission.

I will *not* have office hours today but will have email access. Everything is due on Canvas by Wednesday at noon (11:59 AM).

Lit./Film Analysis Paper Checklist

Use this checklist to guide your peer-review partner on where you'd like feedback, and to complete your own self-check before final submission.

For revision purposes, use a scale of 1–5 (5 = yes, 1 = no, 3 = sort of) to mark the checklist. Then start by working on the lowest-rated items.

1. Introduction & Thesis

- The introduction sets up the paper concisely and gently orients the reader
 - The thesis is specific, arguable, and not about my personal taste
 - My paper has a title which includes keywords from my thesis statement
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2. Background & Context

- I provide enough background to situate the reader (imagine the reader as someone who read/watched the work a couple years ago and is *not* an expert)
- I include only background that is relevant to my argument, rather than everything that interests me about the artwork
- I use background and context to support the argument rather than to show off how much research I have done

Places I might cut or condense: _____

3. Textual / Cinematic Details

- I pinpoint concrete details (quotes, scenes, shots, gestures, images, language)
 - Details are precisely described rather than vague or overly summarized
 - I always introduce my quotes and examples rather than letting them stand alone
 - My reader can clearly tell what moment I am pointing to even though they don't remember the work as well as I do
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4. Analysis: Turn Observation into Evidence

- I always explain why *each* detail matters
- I explain generously because my included details are not self-explanatory
- I go above and beyond to tell my reader why the details matter and I know readers do not read minds

Where I move most successfully from observation to interpretation: _____

Where needs improvement: _____

6. Secondary Sources

- Sources support or complicate my argument rather than replace it
- My own voice remains central

7. Structure

- Each section helps and advances my main claim
- There is a logic across sections, which is: _____
- Each section builds on the previous one, and I make those connections explicit
- I use transition sentences to help the reader follow my structure

8. Ending

- I reflect on implications, stakes, or significance
- I avoid simply restating the thesis