

Author's Name: \_\_\_\_\_

WORD POLICE: Name of Editor #1 \_\_\_\_\_

Directions: You are the *Engfish* detector and word counter. Your job is to go carefully through the answers of your peer--and make sure that every word counts. WRITE ON THE ORIGINAL PAPER. You should ask yourself four questions as you read:

- 1) Are these entries close to 350 words/each (or 650 words for Common App)?
- 2) Is this word necessary? (Cross out unnecessary words)
- 3) Is this idea developed enough? (Words need to be added; let author know in margins)
- 4) Are the words the RIGHT ONES? Does the author use *Engfish*? Is each sentence the most concise, direct, and real way of communicating (without stripping the author of his/her voice)?

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CONTENT POLICE: Name of Editor

#2 \_\_\_\_\_

Directions: You are the review board..content matters. Your job is to go carefully through the answers of your peer--and make sure that s/he comes off smelling like a...college student.

WRITE ON THE ORIGINAL PAPER. You should ask yourself four questions as you read:

- 1) Are these entries answer the prompts in a real way or does it smack of something artificial? Point issues out on the paper itself.
- 2) Are there tone problems (*remember Colin's paper in the Press Democrat that came across as entitled and whiny*)? Point issues out on the paper itself.
- 3) Here--write an assessment of this "person" simply based on the writing.
  - a) This writer comes across as: (ie eager, willing, insightful, privileged, lost, cliché)
- 4) Think about the model, *It's Not Personal*. Does this writer stand out from the crowd because of his or her experiences? His or her voice? Would you remember this essay after reading 75 others? How would you characterize this one (ie. The Lego essay)

SCHOOLING POLICE: Name of Editor #3 \_\_\_\_\_

Directions: You are Ms. Maxson. You want to believe that the last two weeks of class mattered and lessons were learned. Identify whether each of these lessons were learned.

You should ask yourself four questions as you read:

- 1) Lesson #1: Which of the tips from the articles Ms. Maxson handed out did the author use (Not graded by Olympic Judges, One Great Idea, Personal Small Idea, Relax and be yourself, Love is all you need, Dialogue, Show A Little Love, Depth beats Breadth, My Bad)
- 2) Lesson #2: Press Democrat Colin Lesson-- "Because girls seem more humanitarian." Tone means everything. How is the tone? Anything need afixin'.
- 3) Lesson #3: *This American Life*: The Mission Trip Cliche--
  - a) How might the writer make his/her experience or topic less cliché?
- 4) Lesson #4: Revise. Ms. Maxson gave a harsh reality check to everyone when she only checked for revisions on the DWYL revision assignment. Give this author every opportunity to see what s/he might change. Write it on his/her paper.
- 5) Lesson #5: *It's Not Personal*. Does this writer stand out from the crowd? How might this author push out further?
- 6) How would you score this essay on the rubric (exposition, writing technique and development, voice/style, title/intro/conclusion)

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CULTURE POLICE: Name of Editor #4 \_\_\_\_\_

Directions: We *mistakenly read* typos as signs of ignorance. Call out the spinach in one's teeth, the unzipped zipper, the smudge on the face. Mark ALL the typos and grammatical errors you can find on the essay itself.