USD Google Docs Workshop: ENGL 201 Inquiry/Essay
Goal: to provide constructive feedback to a classmate on his or her rough draft.

1. Open the USD Google Docs file of a classmate that’s been shared with you
   a. Read the draft thoroughly, including any existing feedback under “Comments,” in the top-right corner of the screen. Then, keeping in mind the criteria below, place your cursor at several points in the text where you would like to add a note of praise, react to something problematic, flag a correction, or ask a question. Begin each comment by selecting “Insert” and “Comment” (Ctrl+Alt+M).
   b. Finally, insert a last “summary” comment below the draft that praises certain features of this essay-in-progress in specific language and offers what you feel to be its “most important” opportunities for revision. (Think of adding, subtracting, rewording, and rearranging.) This comment should consist of at least 100 words.

2. Consider the following prompts in offering constructive feedback
   a. **Purpose, Audience, Scope:** Does the topic chosen have significance both for the writer and a regional community, and limited scope? Is the writer meeting the needs and expectations of her audience (the readership)? Has the writer allowed her point of view to emerge in ways appropriate to informal essays, especially those involving “something edible” and a first-person point of view? Has the writer avoided, for example, a formal argument driven by topic sentences?
   b. **Field Research and Sources:** Does this essay or column depend on at least two different kinds of field research? (Think participant observation, interviews, surveys, data collection, and demonstrations or reenactments.) Has the writer explained how she conducted research (who, what, when, where, why)? Are her choices about observation or participation consistent and meaningful? Do secondary sources contribute background or historical information?
   c. **Appeals and Arrangement:** Are the writer’s references to field research methods distracting or well integrated? Does this essay or column offer a point of view or appeal (think logos, ethos, pathos) along with a narrative? How well does the writer balance showing and telling? Anecdotes or narrative scenes (this happened, then this happened), and digressions or reflections? Think of author Jack Hart and radio storyteller Ira Glass’s calls for interweaving these elements.
   d. **Citations and Conventions:** Has the writer cited sources within the text according to the conventions of nonfiction—that is, of essays in literary journals and magazines, or stories in newspapers? Is too much citation information given, or too little? Does the writer make repeated sentence-level or formatting errors?