

Has the writer argued and persuaded (rather than informed)?

Does the essay contain language appropriate for an academic audience?

### Unity and Focus

Has the writer stated a clear position or main idea and maintained a focus on that main idea throughout the essay?

Is the position restated in the conclusion?

### Organization

Does the essay exhibit good essay form with an introduction, body, and conclusion?

**Note:** At this point, we are not looking closely at development or grammatical issues. However, comments after each essay will give feedback in these areas.

## CHAPTER 2 PEER ESSAY 1

### Form and Technique

1           Should government regulation impose a limitation on T.V.  
violence? Should Americans let the government violate their  
rights as an American in the form of T.V. censorship? No, they  
should not. Throughout this essay, I will discuss the reasons  
5           why government regulation should not impose limitations on  
T.V. violence.

          The main reason why the government should not impose  
the limitation of T.V. violence is because this certain act is a  
violation of the First Amendment right to free speech. People  
10          in America have the right to speak what they desire whether  
it is good or bad. For example, if it was not for the First  
Amendment, Martin Luther King would not have been able to  
give his ideas for the world to hear and listen to. Free speech  
includes broadcasters presenting what shows they wish and  
15          viewers watching what shows they wish. Americans have  
earned this right, and unless it is taken, they should enforce it  
by not letting the government violate it.

          The second reason the government should not impose the  
limitation of T.V. violence is because people themselves should  
20          determine whether a show stays on the air to be watched or  
not. Only a person knows what is good for him or her. How  
can the government know what is good for the people if

*Issue*

*Position*

*Self-announcing position*

*Introduction*

*Good topic transition sentences*

*Each body paragraph develops one main support for the position*

*Body*

every individual is different? People are not little kids. They themselves know what is good for them, not anybody else.

25 My third and last reason for not letting the government limit T.V. violence is because if the government censors what people watch, what will they censor next? Will they censor newspapers, the mail, or the radio waves? We cannot let this dangerous trend start with censoring T.V. violence.

30 In conclusion, the government should not limit the violence shown on T.V. What people watch on T.V. is their decision. Why limit a person from something if they have the right to it already?

*Restatement of position*  
*Conclusion*

### Feedback based on competencies for form and technique:

**Essay Score: 3–4** — a well-formed writing sample that effectively communicates a whole message to a specified audience.

TASP<sup>®</sup> Scoring: Reader 1 = 3  
Reader 2 = 4 Total Score = 7 or 270

**Appropriateness:** The writer addresses the topic appropriately by developing a well-reasoned argument supporting a position on the issue of the writing topic. The essay has a clear purpose and uses language appropriate to the audience and writing occasion. The one difficulty in appropriately addressing the audience comes at the end of the first paragraph, where the writer announces the purpose of the essay. Writers should avoid self-announcing in academic writing.

**Unity and Focus:** The writer maintains excellent unity and focus throughout the essay. The writer states a clear point, maintains a focus on that point throughout the body paragraphs, and reiterates that point in the conclusion. Each body paragraph possesses a central idea that is strongly stated in a topic sentence.

**Development:** The essay develops its ideas well, but it could have better development. Paragraph 2 could develop more evidence that “this certain act is a violation of the First Amendment right to free speech.” The paragraph states what that “right” is and through its example shows the value of the right to free speech; however, more examples are needed to reveal that limiting TV violence is censorship that violates the First Amendment. The body of the essay contains three main supports for the main idea of the essay; however, paragraphs 3 and 4 (like 2) could use more support.

**Organization:** The writer demonstrates excellent organization of an essay. Each body paragraph develops one supporting point for the main idea, and there is a clear introduction and conclusion. Transitional phrases in the beginning of the

In conclusion, the government should not limit the violence shown on T.V. What people watch on T.V. is their decision. Why limit a person from something if they have the right to it already?

**Feedback based on the competencies for grammar and usage:**

**Sentence Structure:** The sentences are constructed well and vary in form. The essay has no major examples of nonstandard sentences.

**Usage:** The essay is free of any significant problems in usage.

**Mechanical Conventions:** The writer demonstrates a strong understanding of grammar with few, if any, instances of spelling or punctuation errors.

**CHAPTER 2 PEER ESSAY 2**

*Form and Technique*

1

I am against the government regulating television violence.

a show alone does not teach children violence. much of these shows are either aired on after hours and those which are not have parental discretion warning. There-fore it is up to the

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parents to do their part and change the channel or advise their children that the show is nothing more than fiction. If

however the government finds the need to get involved then my suggestion would be on language alone.

10

However, I feel that the government has to deal with violence in the community. Not what is shown on T.V. .The fact being children see violence on the street everyday and see no punishment being done to the offenders. Parents still have or should have more authority over their children. They should be able to put some discipline and say no if they know a show is going to have violent content. For example I've seen parents

15

who are afraid to discipline their children even when they have done something wrong. I see that the children are controlling the parents not parents controlling their children, and when a child does wrong a parent then is quick to find a scapegoat and blame a show or older sibling. What if the govern-

*Position should come at the end of the introduction*

*This seems to be a position, but it is unclear*

*Off topic*

*Support in the body is not organized well or directly addressing the issue*

*No distinct conclusion*

20 ment does change our viewing then what next it will be our music. So instead of the government focusing on T.V. violence he should use the energy and funding for community violence before going to the ratings.

**Feedback based on competencies for form and technique:**

**Essay Score: 1— an inadequately formed writing sample that fails to communicate a complete message.**

TASP® Scoring: Reader 1 = 1  
Reader 2 = 1 Total = 2 or 120

**Appropriateness:** Although the essay addresses the topic in line 1, the rest of the essay does not. Instead of addressing the topic of whether or not the government should regulate TV violence, the essay addresses the topics of parents and children and community violence. The essay attempts to argue, but the purpose of the essay is unclear because it makes two or three different points, none of which directly addresses the topic. The language and style for the essay are too heavily dependent on the first person (or "I") point of view and are not appropriate for a formal academic setting.

**Unity and Focus:** This essay has severe problems with unity and focus. It does not make a single point and support it.

**Development:** Although the essay states a clear idea in line 1, the rest of the essay does not develop and support this idea. The essay does not provide reasons with detailed support. Line 14 provides a supporting example, but the example does not relate to the main point of the essay, so the support is irrelevant.

**Organization:** No essay form is apparent. The essay is only two paragraphs, and the ideas do not follow a logical sequence. Though the first paragraph serves as an introduction, the second paragraph combines all the support and the conclusion into one paragraph. The transitional words ("however," line 7, "However," line 9, and "instead," line 21) serve to lead the writer away from the main point of the essay.

## CHAPTER 2 PEER ESSAY 2

### *Grammar and Usage*

1 I am against the government regulating television violence.

<sup>A</sup> a show alone does not teach children violence. <sup>M</sup> much of these  
shows are either aired on after hours, and those which are not  
have parental <sup>sp</sup> (discretion) warnings. Therefore, it is up to the

5 parents to do their part and change the channel or advise  
their children that the show is nothing more than fiction. If

Run-on sentence

however, the government finds the need to get involved, then my suggestion would be on language alone.

10 However, I feel that the government has to deal with violence in the community. Not what is shown on T.V. The fact *Sentence fragment*  
being children see violence on the street everyday and see no *Awkward phrasing.*  
punishment being done to the offenders. Parents still have or  
should have more <sup>sp</sup> athority over their children. They should be  
able <sup>word choice</sup> to put some discipline and say no if they know a show is  
15 going to have violent content. For example, I've seen parents  
who are <sup>sp</sup> affraid to discipline their children, even when they  
have done something wrong. I see that the children are controlling the parents, *Long, cumbersome sentence*  
not parents controlling their children, and when a child does wrong, a parent then is quick to find a  
<sup>sp</sup> scapgoat and blame a show or older sibling. What if the gov-  
20 ernment does change our viewing, then what next it will be *Run-on sentence*  
our music. So instead of the government focusing on T.V. violence, *Pronoun agreement*  
he should use the energy and funding for community violence before going to the ratings.

### Feedback based on the competencies for grammar and usage:

**Sentence Structure:** The essay demonstrates difficulties with sentence structure. The essay contains three nonstandard sentences: Line 3 should have a comma after "hours" to correct a fused sentence, line 10 ("Not what is shown on T.V.") is a sentence fragment and should be connected to the previous sentence with a comma, line 20 is a comma splice between the words "next" and "it."

**Usage:** The essay does not have major problems with usage. The most obvious usage error occurs in lines 21-22, where the writer has a problem with pronoun agreement ("he" is a pronoun referring to "government"; rather than "he," the pronoun should be "it").

**Mechanical Conventions:** The essay has numerous errors in spelling and punctuation that distract the reader (these are circled). It also begins two sentences in line 2 without capital letters.

## CHAPTER 2 PEER ESSAY 3

### Form and Technique

1 In the last five years teenage violence has increase. It is  
believe that the amount of violence shown on t.v. is

*The issue is raised, but no position is stated*

responsible and led to the issue of whether government  
should regulate t.v. *\*Needs position\**

5        However if government get involve and pass laws to regu-  
late t.v. violence, this may be seen as a form of censorship and  
could even violate the First Amendment right to free speech.  
In the past when government passed censorship laws they  
were seen by the public as doing more harm than good. these  
10        laws were seen as working for the government rather than the  
interest of people.

*Vague, general  
support*

15        Parents too should pay more attention to the type of pro-  
grams their children watch on t.v. They should carefully  
choose what programs the kids should watch. According to  
the child's age, and make sure they only watch what they are  
told. If the parents are not at home during the times the chil-  
dren are watching tv they should buy t.v. with programming  
controls so that the children can not change the t.v. channel.

*Off  
topic*

20        The private sector usually do a better job than govern-  
ment. At present the movie industry has their own rules gov-  
erning a number of areas in flims production. These rules only  
need to be updated to include changes for violence flims that  
will be shown on t.v. If this is done there would be no need  
for more government intervention.

*Unclear  
relation  
to the  
position*

25        Finally the public will decide what they want to see. If  
they don't want to watch a flim they will not support it. com-  
panys will not buy advertismment time on t.v and eventually  
they films producers will get the message, and there will be  
no need for further government regulations.

*- Poor conclusion.  
It has no restatement  
of the position and  
could be another  
main support*

### Feedback based on the competencies for form and technique:

**Essay Score: 2**

TASP® Scoring: Reader 1 = 2

Reader 2 = 2    Total = 4 or 180

**Appropriateness:** The writer has not clearly stated the main idea, but rather has left it implied. However, the writer predominantly argues for this implied point, so the language and style of the essay are appropriate for the occasion.