

Revision Memo

My peers overall had a few revision suggestions: improve clarity by shortening long sentences, deepen my analysis of Brandt and Young, and include more personal anecdotes relating my experience to the main idea of the paper. I also had the opportunity to participate in a meeting with the UWC, where Rayna, whom I spoke with, suggested breaking up the paragraphs into smaller sections. I know a few places where I have run-on sentences, and after reviewing them, I have a better idea of how to make them more concise and clearer. I also believe that I could include specific conversations with my friends from South America and Europe, where we code-mesh languages and language dialects to convey our thoughts. I can also include more information surrounding the experiences I have gained from extensive traveling and how those experiences have shaped my literacy. One other suggestion my peer reviewer had was to analyze how the information gained from skating and my coach's influence can be translated to my daily life and how it affects my overall intelligence. My peer reviewer also included that I should strengthen my conclusion with a more detailed reflection. This helped me realize that I need to include a more in-depth summary of the essay in my conclusion paragraph. After speaking with Rayna, I also identified some places where I could split long paragraphs apart to improve clarity.

After reviewing the Major Project 1 Revised Draft rubric, I can identify a few places where I need to improve my paper. I believe that clarity is the biggest point I can improve on, given that I often pack my writing full of information, which can become unclear if the sentences and paragraphs are very long. Next, I also believe that I can improve on the narrative elements of my writing. According to my peer reviewers, I didn't include sufficient personal anecdotes that relate to my literacy sponsors and code-meshing. To fix this, I will include more specific experiences that can provide more context for the main idea of the essay.

1. Does the writer give the essay a unique title that connects to the ideas or details included in the essay? What is the title?

Yes, the essay has a title that is clear and directly connected to the topic.

2. Does the writer have a clear argument or main claim connected to literacy? If so, what is it?

Yes. The writer argues that athletics, through coaches, federation support, and international travel, have acted as literacy sponsors and shaped his intelligence, cultural knowledge, and multilingual abilities.

3. Does the writer use appropriate terms/vocabulary from the readings? For example, is the writer using “literacy sponsors” and not using “literature sponsors” or “literary sponsors”?

Yes. The terms/vocabulary were appropriately used.

4. Does the writer use details of literacy development to support this claim and make connections throughout the essay? Explain where it occurs or where you see the essay as disjointed.

The writer uses details to support the claim when the writer talk about learning musical phrasing and body mechanics from a coach, learning multiple languages through travel.

5. Is there a narrative style to the essay? Does the writer include stories or examples with specific details to support the points made? Give an example of where it is done well or where it can be improved

Dear Sean,

The following is a summary of your UCF visit on Tuesday, 03/03/26.

Visit login/logout: 10:59am to 11:18am

Subject: ENC1101

Reason: Consultation required for class

Notes: Hi Sean! Thank you for visiting the University Writing Center; I enjoyed working with you!

You came into the session regarding your assignment for ENC 1101.

You mentioned for your assignment you needed feedback on your draft and need to be able to use it to revise. We went over your essay which was about your experience being in professional roller skating all of your life and how it applied to code meshing. It was a great essay and really showcase how you learned from your instructor, association, and peers about literacy.

Some feedback I was able to give was splitting up paragraphs. You mentioned that you usually make longer paragraphs, so we were able to find some places on where to split up ideas. Doing so made it the essay flow a bit more and give the reader a better understanding of what is the main idea each paragraph. Additionally, in your second paragraph, a citation is missing in your quotation. Otherwise, your essay looks great on getting your ideas across and flow.

Thank you again for visiting the center, and please feel free to revisit the UWC with any writing you may have!

Rayna

Thank you for visiting the University Writing Center at UCF,
Rayna

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ENC 1101 Peer Review Major Project 1

Peer Reviewer: Juanita Arenas

Writer: Sean Folstein

1. Does the writer give the essay a unique title that connects to the ideas or details included in the essay? What is the title?
Yes. The title **“Athletics and Literacy; How Sport Has Shaped My Intelligence”** is unique and clearly connects to the essay’s main focus on how athletics influenced the writer’s literacy development.
2. Does the writer have a clear argument or main claim connected to literacy? If so, what is it?
Yes. The writer argues that literacy is shaped by athletic experiences, especially through coaches, sports institutions, and international travel, and that these experiences developed intelligence, cultural understanding, and multilingual communication skills.
3. Does the writer use appropriate terms/vocabulary from the readings? For example, is the writer using “literacy sponsors” and not using “literature sponsors” or “literary sponsors”?
Yes. The writer correctly uses key terms such as **“literacy sponsors”** and **“code meshing”** and accurately references Brandt and Young’s concepts

Page 1 of 3 727 words Text Predictions: On Focus 100%