

# Fallacy Analysis: Revision Workshop

**Directions:** Over a two-day period, you must provide your peers with feedback according to the checklist below. You will spend approximately 20-25 minutes on each writer's paper. The writer should take notes on the draft. If you disagree with your peers' comments, ask me for guidance.

## Introduction

- Does the writer use an introductory strategy?
- Does the writer transition after the intro strategy?
- Does the writer introduce the character, the play, and the author?
- Does the writer have a complete, focused, and clear thesis statement that includes the character's conclusion and something about fallacious thinking?
- Is the introduction too long, too short?
- If applicable, are citations included? Accurate?
- Do the fallacies relate to the same conclusion?

## Body Paragraph 1

### Topic Sentence

- Does the topic sentence include the specific fallacy and the specific purpose (Why Sister Aloysius uses the fallacy)?
- Is the topic sentence clearly written?
- Does the topic sentence include any redundancies or superfluous words or phrases?

### Context

- Does the writer slowly transition the reader into an analysis of the fallacy by elaborating on the purpose or by providing relevant context?
- Is the context relevant to the fallacy?

### Context & Example : Quote(s)

- Highlight or label any quotes that relate to the context or first example.
- Does the writer introduce the quote? Is the writer quote-dropping?
- Does the writer incorporate quotes naturally?
- Does the writer use only the part of the quote that is necessary? Or is the writer over-quoting?
- Does the writer cite quotes correctly and where appropriate?
  - Author's last name + page number (Shanley 36).

### Development/Analysis

- Is the fallacy correct?
- Does the writer fully explain the example of the fallacy? Does the writer fully break apart the example?

- Could the writer explain the example even more? Does the writer leave no stone unturned in terms of explaining the example?
- Does the writer break apart the premises and the conclusion — break apart the character’s logic?
- Does the writer analyze the example from the perspective of the definition? Can you tell what the fallacy is by reading the writer’s analysis?
- Does the writer explain why the fallacy is fallacious?
- Does the example relate to the central purpose (Aloysius’ claim) introduced in the topic sentence/ thesis?
- Does the writer analyze the example explicitly? Or does the writer imply the relationship between the fallacy and the central purpose/conclusion?

## **Body Paragraph 2**

### **Topic Sentence**

- Does the topic sentence include the specific fallacy and the specific purpose (Why Sister Aloysius uses the fallacy)?
- Is the topic sentence clearly written?
- Does the topic sentence include any redundancies or superfluous words or phrases?

### **Context**

- Does the writer slowly transition the reader into an analysis of the fallacy by elaborating on the purpose or by providing relevant context?
- Is the context relevant to the fallacy?

### **Context & Example : Quote(s)**

- Highlight or label any quotes that relate to the context or first example.
- Does the writer introduce the quote? Is the writer quote-dropping?
- Does the writer incorporate quotes naturally?
- Does the writer use only the part of the quote that is necessary? Or is the writer over-quoting?
- Does the writer cite quotes correctly and where appropriate?
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- Does the writer explain why the fallacy is fallacious?
- Does the example relate to the central purpose (Aloysius’ claim) introduced in the topic sentence/ thesis?

Does the writer analyze the example explicitly? Or does the writer imply the relationship between the fallacy and the central purpose/conclusion?

**Confusing Sentences and Errors**

Label any sentences you do not understand thus far (awkward or unclear).

Label any noticeable errors.

**Conclusion**

Does the writer have a conclusion?

Does the writer tie everything together?

Does the writer draw conclusions?

Does the writer close the book on his or her thinking?