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Writing, Research, and Technology

Peer Response #3: Tufte and “Fighting to Live as the Towers Died”

Directions

Read the essay, webtext, or Voicethread fully through one time and then complete the following using Microsoft Commenting, Diigo’s annotation feature (<http://www.diigo.com>), or Word.

When you are complete, save the commented file as “wrt-s08-authorlastname-essay3-rd-yourinitials.doc” and place it in the “essay-3-rd-commented” folder in the openarea. If you are using Diigo, I will show you what to do.

Introduction, Frame Paragraph, Third Paragraph

The introduction should not reference Bolter and/or Sante *in any place*. If either are mentioned, delete them.

The overall result of the “So What?” *should not* be that the author will come to a conclusion about whether or not the New York Times multimedia is an example of beautiful evidence. That idea should be mentioned in the thesis statement. If it is in the “So What?” delete the statement and write, “Re-write thesis statement and ‘So what?’”

Is the second paragraph a frame paragraph? If not, write just after the Introduction that they need a frame paragraph in which they define Tufte’s main ideas.

Does the second paragraph end with a reference to the NY Times article, serving as a lead in to the third paragraph? Does the third paragraph discuss the NY Times article? If not, state that this needs to be done.

Images and Quotations

Does the author use at least three images from the “Interactives”? Are they fully integrated within the text, or are they simply placed in the essay between paragraphs. If the latter, move the images to places where you think they are more effective.

The author uses arrows and other visual indicators (colored text, etc.) to aid in their discussion, making it Tuftean. If not, make suggestions and/or additions.

Look at each use of a quotation, and determine if the following statements are true. If not, indicate as such. If the essay has a dearth of quotations, or none at all, state that they are needed:

- it is properly cited;
- it is interpreted in a way that furthers the ideas of the paragraph;
- it is directly and clearly related to the sentences that come before and after it;
- the phrase “this means” does not immediately follow it.

Essay Content and Structure

Does the author reference and discuss both the multimedia and the *NY Times* article? Does the author actually cite and quote from the article? If not, this is a glaring omission and must be corrected. The multimedia serves as evidence to support the text of the article, and as a result the article **MUST** be cited. If there is no article, there is no need for discussion of the evidence.

Look at how the paragraphs after paragraph 3 are structured. Do they have a pattern that goes something like: here is an reason why it is beautiful evidence, here is another reason why it is beautiful evidence, here is another reason why it is beautiful evidence, here is yet another reason why it is beautiful evidence? If so, indicate that their structure is not doing anything to further ideas; it is merely a repetitious summary.

Look for places in the body of the essay (that is, after paragraph 3) where the author might be able to bring in ideas on any of the following: writing spaces, remediation, documentation, or evidence (according to Sante). This is an important task as we will be doing this in the final draft.

Does the author discuss the medium where the evidence is presented? Do they discuss the online versus the print version of the article? If not, suggest a few places where they might be able to do so.

Does the conclusion merely summarize what the author has already stated in the essay? If so, delete the conclusion entirely, and state that in the subject of the goal of the final paragraph is to explore the “So What?” statement.

Punctuation and Wording (to be completed by the author on their own time)

Make sure the following are correct throughout the essay:

1. Book titles are underlined or *italicized*: Beautiful Evidence or *Beautiful Evidence*.
2. Newspaper titles are underlined or *italicized*: New York Times or *New York Times*.
3. Newspaper articles are placed within quotation marks: “Fighting to Live as the Towers Died.”
4. Periods and commas go after the parenthetical citation: “quotation” (Tufte 7).
5. Periods and commas go inside the quotations of titles of articles, as shown in #3; semi-colons and colons go after: “Fighting to Live as the Towers Died”:
6. Delete all questions asked by the author (if they are quoting a question, that is fine).
7. Delete all phrases like the following: I think, I thought, it made me feel, I was sad
8. Delete all phrases like “Tufte mentions on the bottom of page. . . .” and replace with parenthetical citation.
9. Do the sentences state what the author is really trying to say? For example in this sentence—
“The article published by the New York Times, **“Fighting to Live as the Towers Died”** accompany the Interactive multimedia, “Inside the Towers” and “Chronology” **to textually and visually depict the** events that occurred on September 11, 2001.”—the wording indicates that the bold texts are working together, when that is not the author really means.