Technical Communication 3 FSP011
Session 8: Peer review

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Today's agenda

- Peer review

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Peer review tools

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Use the criteria

- Criteria convey what is expected of the report
  - Show what is desired
  - Show what causes a U (revision)
- Check the criteria to see how well you think your peer's text fulfils them

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Criteria for the report

Mark	Language and style	Organization and structure	Content and referencing
5	• Consistently correct, effective use of sentence constructions and grammar, demonstrating strong knowledge of writing conventions • Consistently accurate use of vocabulary • Consistently appropriate register (level of formality)	• Consistently logical progression through text • Clear paragraphing and transitions • Excellent use of cohesive devices/transitions • Text clearly & effectively divided into sections with clear & well-chosen headings	• Informative introduction and clear conclusion • Clear, precise statement of a problem and/or a goal for the paper • Information in the body is relevant and explained well in terms of how it relates to the purpose of the text • Abstract effectively summarizes content and works as a standalone text • Ample well-chosen source material used for the task concerned • In-text references always appropriately used and accurate & consistent reference list • Has consistently used proper praxis for handling of figures/tables
4	• Generally correct and effective use of sentence constructions and grammar, demonstrating good knowledge of writing conventions • Generally accurate vocabulary • Generally appropriate register (level of formality)	• Logical progression through text on the whole • Good processing/ analytical understanding • Paragraphing and transitions clear on the whole • Generally good cohesion/transitions • Text on the whole clearly divided into sections with generally informative headings	• Functional introduction and conclusion • Functional purpose statement and/or goal • Information in the body is effective and relevant in terms of how it supports the purpose of the text • Abstract sufficiently covers main ideas & generally functions as a standalone text • Sufficient and generally adequate source material used for the task concerned • In-text references generally appropriately used and generally accurate reference list • Has used proper praxis for handling of figures/tables on the whole.
3	• Adequate use of sentence constructions and grammar, demonstrating an awareness of writing conventions • Adequate vocabulary but a little restricted and/or unidiomatic • Language communicates despite sometimes being in the wrong register (formality level)	• A progression can be seen but is not always logical or is faulty in some sections • Processing is adequate • Paragraphing sufficiently clear, despite occasional inconsistency • Cohesion/transitions adequate • Text adequately divided into sections, though some material might be not well-placed; headings present, though they may be generic	• Introduction and conclusion are present, even if not completely effective/clear • Purpose or goal can be seen, even if not clearly stated • Information in the body is sufficient to support the topic and generally relates to the purpose of the text • Abstract gives some indication of contents; abstract not fully a standalone text • Some source material used for the task • In-text references and reference list present, but partially incorrect • Some mishandling of figures/tables
U	• Ineffective and/or incorrect use of sentence construction and grammar • Inappropriate and/or restricted use of vocabulary • Errors obscure meaning in places	• Difficult to see a logical progression, and/or text is organized in a way that confuses the reader • Large chunks plagiarized • Has not followed instructions • Significantly under length/over length	• Lack of introduction and/or conclusion; information in the body is not sufficient to support the purpose of the text. • Missing purpose statement • References not appropriately used, and/or incomplete list of references • No figure or table included

Peer review sheet

- Shows you, step by step, what you need to look for in your peer's text

- Each group should complete one peer review sheet (i.e. one per group, not one per person).

- It is recommended that you also send a copy of the group's text back to them with notes, questions, and comments.

TECHNICAL COMMUNICATION III
PROJECT REPORT – ASSESSMENT SHEET

Peer assessment group (list all members' names who participated in peer review)

The report and presentation we assess (project group and title):

Instructions – Read the following questions carefully and fill in your answers ON THIS SHEET. You will turn this in (one sheet per writing group). You may add questions and comments for your peers in the file with their draft where it will help them, but you will return that to your peers (not to FSP011 instructors).

After each step, read the reflection questions that are meant to help you think about your own text. Remember, peer review is not only intended for you to give feedback, but also for you to think about how reading another text can help you improve your own text. However, this is only a thinking exercise, and you do not need to write down your reflections on your own text here (you might want to write down some notes to share with your own writing group members, however).

Step 1: Quick review of the text
Do a first quick read of the entire report. What is your first impression of the text and what is its purpose? Identify interesting parts or sections and any parts or section you do not understand.

- **What is the objective of the text and what does it deal with?**
- **Is anything unclear and if so what?**
- **Is the text correct and simple to follow?**
- **What are the strengths of the text?**

_____

_____

_____

_____

_____

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Note for your own project:
- What does this quick read tell you about your own text?
- What would you like to improve in your own text after this quick read of another group's report?
- What are the strengths in your own text?

Workshop: Peer review

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Prepare

- Take about 5 minutes with your own writing group.

- Formulate any questions you have for your peer group about your report draft.

- Be ready to submit those questions to your peer group via email (or other written format, so that your peers can refer to the questions easily).

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What to do now?

- Take a few minutes to read the peer review sheet first

- Swap drafts with your assigned peer group, keeping in mind any questions that they gave you.

- Using the peer review sheet as a guide, read your peer group's text. Take notes in a digital version of their document (return the commented version to your peer group when the review is complete).

- When you AND your peer group have finished reading and making comments/writing down your questions, talk to your peer group. Take turns: one group will talk about one text, then the other group will talk about the other text.

- Be sure to ask your peers for clarification when needed.

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Report-writing process

Stage one
- Sign up to groups (same group for report AND for presentation)
- Decide on a topic and research it
- Write an outline and consult with a KBT241 instructor on its content

Stage two
- Write a first draft, which will receive FSP011 instructor feedback
- Write a second draft, which will undergo mandatory peer review

Stage three
- Receive feedback from opposition group after presentation
- Make final revisions and proofread report
- Submit final draft to be graded

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Go, go go!

- Use this time to complete the peer review

- Ask questions if you have them

- When you and your peer group are finished, share your feedback

- Read your peer group's feedback and ask them any questions you might have – make sure to answer any questions that they have of you, too

- When that is done, check in with instructor

Next steps

1. Continue finalizing report, using your peer feedback as a guide

2. Decide with your group what feedback to use, what revisions to make

3. If needed, continue to research topic via the Chalmers Library and/or seek more help from a tutor at the Chalmers Writing Centre

4. Continue with your presentation, completing it, revising it, and practicing it

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