

Unit 2: Peer review

⚠ This is a preview of the published version of the quiz

Started: Sep 11 at 3:32pm

Quiz Instructions

After the due date of the essay for this unit, you will receive 2 things from me via email:

1. Another student's essay assignment
2. The access code to complete this peer-review assignment

Please read over their essay carefully (at least twice) and then answer these questions. The answers you give will affect the other student's grade on the assignment and will be the main form of feedback they receive. Therefore, it is essential that you be thoughtful, honest, and clear in your feedback.

There is no curve for any assignment in the class. Therefore, there is no incentive to give dishonest scores.

The person you are reviewing is not the person who is reviewing you. Therefore, there is no incentive to dishonestly trade high scores.

This peer review assignment is worth 3 points:

0 points for completion

Up to 3 points for quality.

Feedback is of high quality when it is thoughtful, clear, and (in the essay answers) presented with both honesty and kindness.

The author will give you up to 2 points for the quality of your feedback via the metareview assignment; the remaining 1 point will come from me.

Note: Canvas will automatically give you full credit (3 points) when you submit this. Thus your grade may go down once I have graded it.

General overview/example

Question 1

1 pts

The author gave a relevant example of an autonomous decision and described it in enough detail to see how it was an autonomous choice.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

Question 2

1 pts

Someone who hasn't taken the class would have a good sense of what autonomy is after reading this essay.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

Explanation of autonomy: capacities

Question 3**1 pts**

What do you wish the author had said more about regarding the capacities (e.g., reason, emotional awareness/management, self-knowledge, self-control, et cetera) necessary for autonomy?

Make sure you explain:
















(a) why those additional details would have helped


and

(b) how important the omission of those details was

[People write 300 page books on autonomy. 1000 words is nowhere near enough. Thus your author had to leave stuff out. I'm asking you to give feedback on the choices they made about what to discuss.]

[HTML Editor](#)

B *I* U **A** ▼ **A** ▼ *I*_x      x^2 x_2  
 ▼     \sqrt{x}    12pt ▼

0 words 

Question 4

1 pts

Someone who hasn't taken this class would've had a good understanding of the capacities required for autonomy and how they were involved in the example of Indigo's autonomous decision.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

Explanation of autonomy: options

Question 5

1 pts

What do you wish the author had said more about regarding the availability and knowledge of options necessary for autonomy?

Make sure you explain:

(a) why those additional details would have helped

and

(b) how important the omission of those details was

[People write 300 page books on autonomy. 1000 words is nowhere near enough. Thus your author had to leave stuff out. I'm asking you to give feedback on the choices they made about what to discuss.]

☐ Strongly agree

☐ Agree

☐ Disagree

☐ Strongly disagree

Question 6

1 pts

Someone who hasn't taken this class would have a good understanding of how autonomy requires a decent range of options and that the person see them as options for herself.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

Explanation of autonomy: Desires and decisions

Question 7

1 pts

The author did a good job of explaining how Indigo's decision was based on first order desires which she reflectively endorses (second order desires/volitions).

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

Question 8

1 pts

The author did a good job (quickly) explaining the difference between first-order desires and second-order desires, and why this difference matters for autonomy.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree













Vulnerabilities of autonomy


Question 9

1 pts

What details would have improved the author's discussion of ways that other people can interfere with someone else's autonomy?

[HTML Editor](#)

B *I* U A ▼ A ▼ *I*_x      x² x₂     √x    12pt ▼

0 words **Question 10****1 pts**
















Someone who hasn't taken the class would have a good understanding of one way the actions of other people can undermine autonomy.


- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

Question 11**1 pts**

What details would've improved the author's discussion of how a person's social/cultural/economic/etc context can interfere with their ability to be autonomous?

[HTML Editor](#)

B *I* U **A** ▼ **A** ▼ *I*_x      x^2 x_2  
     \sqrt{x}    12pt ▼

0 words 

Question 12

1 pts

Someone who hasn't taken the class would have a good understanding of one way a person's social/cultural/economic/etc context can interfere with her ability to be autonomous.

☐ Strongly agree

- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

Overall

Question 13

1 pts

Overall, the author's answer explained everything in mostly their own words. It didn't feel like they were just paraphrasing the lectures.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

Question 14

1 pts

The author always cited their sources and never used or paraphrased someone else's words/ideas without giving them credit.

[The written lectures are a partial exception: They didn't need to cite the written lectures for ideas which they paraphrase; they should have cited direct quotes of more than a few words]

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

Question 15**1 pts**

I feel the spelling, grammar, and style of the answer were appropriate to a college essay.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

Question 16**1 pts**

Identify at least 1 important aspect of the answer where you believe the author could've done a better job and explain how they could have done better.

Notes
















Don't just say, "You should've done x better." They might not understand what you mean by x and they'll have no idea how you think it should've been done.
;


Instead, start by paraphrasing or quoting from their answer, e.g., "You said blah blah blah about x." Then explain what would have been better and why,

e.g., "But I feel this would've been better if you had done yeah yeah yeah(s).
That's because yeah yeah yeah(s) is..."

Even the best answer can be improved. Don't just say "It's all great"

[HTML Editor](#)

B *I* U **A** ▼ **A** ▼ *I*_x      x^2 x_2  
     \sqrt{x}    12pt ▼

0 words 

Question 17








1 pts









Identify at least 1 aspect of the answer where you believe the author did a good job and explain why.


Notes

If you learned something from their answer, it would be great to include that.

[HTML Editor](#)

B *I* U **A** ▼ **A** ▼ *I*_x      x^2 x_2  








 ▼     \sqrt{x}    12pt ▼









0 words 


Question 18**1 pts**

Please give the author some written comments. This can be short, e.g., "great job!", or you can use it to explain why you selected particular answers above, et cetera.

[HTML Editor](#)

B *I* U **A** ▼ **A** ▼ *I*_x      x^2 x_2  

 ▼     \sqrt{x}    12pt ▼

0 words **Question 19****1 pts**

Having read the author's essay carefully, I feel it deserves this many points.

[Remember, the essay grade is: 1 point for completion; 3 from the reviewer (what you're assigning here); and 3 from the instructor]

☐ 0

☐ 1

☐ 2

☐ 3

Not saved

Submit Quiz