Reviewer Evaluation [Round 2] – Journal of Critical Incidents Vol. 7

Critical Incident Title: Age Discrimination at Texas Roadhouse

Reviewer #: 451

| CRITICAL INCIDENT | | | | | |
| --- | --- | --- | --- | --- | --- |
| Criteria | Yes | No | Comments | | |
| Blind Memorandum addressing feedback from Round 1 Review is provided. | X |  |  | | |
| Describes a provocative/interesting situation | X |  |  | | |
| Focal point is a single decision point OR single descriptive event. | X |  |  | | |
| Hook is effective for catching the reader’s interest. | X |  |  | | |
| Introductory paragraph states the issue to be solved or analyzed. | X |  |  | | |
| Incident is timely – focuses on a current issue. | X |  |  | | |
| Incident is discipline relevant – focuses on an issue or event common to many organizations. | X |  |  | | |
| Contains information students will need to make an informed decision or analyze the situation. |  | X | Please see below. | | |
| If you mark NO to the above, is there additional CI information identified as companion readings/industry notes OR information presented in the teaching note that would enhance the story contained in the CI? |  |  | As stated in previous review, I think it would be advantageous for readers to appreciate the the possibilities of and difficulties inherent in establishing a BFOQ. However, I appreciate the author's response to my to my comment and the reasons behind the decision not to include the additional information. | | |
| Fosters student’s use of their knowledge and skill. | X |  |  | | |
| Figures and tables are relevant to the CI. |  |  | Not applicable. | | |
| Figures and tables are clearly referenced in the body of the CI. |  |  | Not applicable. | | |
| CI flows well and is easy to read. | X |  |  | | |
| CI information accurately reflects a real situation. | X |  |  | | |
| CI meets 3 page limitation | X |  |  | | |
| Free of grammar, punctuation, & spelling errors. | X |  |  | | |
| Written in past tense | X |  |  | | |
| OVERALL ASSESSMENT | | | | | |
| For each item, place a check mark in the appropriate column. For both ‘minor’ and ‘major’ revisions, provide specific recommendations that must be met in order for you to recommend publication. | | | No additional revisions are needed before a publication decision can be made. | Minor revisions are needed before acceptance decision can be made | Major revisions are needed before publication decision can be made. |
| Critical Incident: | | | X |  |  |
| Comments:  As previously indicated, this critical incident is very timely and relatable. | | | | | |

| TEACHING NOTE | | | | | |
| --- | --- | --- | --- | --- | --- |
| Criteria | Yes | No | Comments | | |
| Critical Incident Overview identifying the salient points of the CI. |  |  |  | | |
| Critical Incident overview identifies courses in which the CI could be used. |  |  |  | | |
| Critical Incident overview states whether the CI is decision or descriptive. |  |  |  | | |
| List of learning objectives [what the student will be able to do] NOT teaching objectives.  Suggestions for improvement? |  |  |  | | |
| Learning objectives are appropriate for the focus of the CI. |  |  |  | | |
| Statement on whether or not the CI is disguised. If the latter, states how. |  |  |  | | |
| Overview of extent of the fieldwork conducted [if applicable] |  |  |  | | |
| List of questions for students to answer. |  |  |  | | |
| Questions are appropriately rigorous for the stated learning objectives. |  |  |  | | |
| Restatement of each question with answer. |  |  |  | | |
| Answers provide a substantial response, including use of applicable theories, formulas, laws, etc. [A non-expert could use the answers to assess the students’ response] |  |  |  | | |
| Developing responses to the questions will help students understand and/or apply concepts, theories, and techniques appropriate to the courses identified. |  |  |  | | |
| General Discussion section [Is optional – contains class activities, class discussion points, etc.] |  |  |  | | |
| Epilogue |  |  |  | | |
| Additional Pedagogical Materials provided. If, yes, they are relevant to the desired learning. |  |  |  | | |
| References are provided. |  |  |  | | |
| OVERALL ASSESSMENT | | | | | |
| For each item, place a check mark in the appropriate column. For both ‘minor’ and ‘major’ revisions, provide specific recommendations that must be met in order for you to recommend publication. | | | No additional revisions are needed before a publication decision can be made. | Minor revisions are needed before acceptance decision can be made | Major revisions are needed before publication decision can be made. |
| Teaching Note: | | |  |  |  |
| Comments: | | | | | |
| Should this Critical Incident with its Teaching Note be considered for the Best Critical Incident Award? \_\_\_ YES \_\_\_ NO | | | | | |