

Author:

Reviewer:

Peer Review Guide: Course Audit

Overall

| Guideline | Response | Commentary |
|--|----------------------|------------|
| How well does the tone of this document match its intended audience? (Who is the audience the author seems to be addressing, and how do you know?) | 0 1 2 3 4 | |
| This document should not sound like an academic report. What elements stand out to affect this style? | | |
| Look at the length of the audit. Does it “feel” short, long, or just right? (Comment on which parts need more/less, where, and why.) | short / long / right | |

Outcomes

| Guideline | Rating | Commentary |
|---|-----------|---|
| How well does the author convince you that she or he has met each of the following outcomes? | | <i>Comment on clarity & effectiveness of author's claims. Is the outcome supported with real work or with total BS?</i> |
| analyze, synthesize, and respond to difficult texts | 0 1 2 3 4 | |
| understand texts as claims and test those claims | 0 1 2 3 4 | |
| ask meaningful questions about the literacies required in the 21st century | 0 1 2 3 4 | |
| use research and analysis to seek answers to those questions | 0 1 2 3 4 | |
| gather and analyze original data of various kinds | 0 1 2 3 4 | |
| use technologies to help achieve writing and research goals | 0 1 2 3 4 | |
| convey written ideas and research findings effectively for various audiences and purposes | 0 1 2 3 4 | |
| employ revision and re-thinking as essential components of both writing and research | 0 1 2 3 4 | |
| explain writing-related concepts, including <i>intertextuality, genre, originality, plagiarism</i> , and the technologies of writing and research | 0 1 2 3 4 | |

Quality

| Guideline | Rating | Commentary |
|---|-----------|------------|
| How well does the author connect progress/growth as a writer to the work done in the class? | 0 1 2 3 4 | |
| How well does the author relate the research process to growth as a writer/academic? | 0 1 2 3 4 | |

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|--|------------|
| What impressed you most about this report? | |