

DATA 23700 Autumn 2025

Exercise 10: Project writing swap

Due December 5, 2025

The quarter is almost over and your projects are due soon. We want to see that students are working on their project write-ups. Technical writing is difficult. It is a critically important data communication skill, where gains are hard-won but incredibly rewarding. To write well is to think clearly and argue persuasively. *One of the most beneficial things we can do to grow as writers is to give and receive feedback.* This provides an opportunity to develop our own taste in writing by recognizing what we appreciate in the writing of others and to improve our own writing by seeing how readers react.

In this exercise, you will form groups of 2–3 and offer constructive critique on drafts of one another’s project write-ups. Participating students must share at least a partial draft of their write-up (i.e., at least two sections). Keep in mind that most early drafts are pretty bad, and that’s completely normal and okay. It can take some iteration to go from getting an idea on the page to really articulating it crisply. Be respectful of each other, and try to help one another clarify what you are trying to say. Consider the logical flow of arguments, the chosen problem framing, and how the data analysis supports written claims.

Each student group should submit one PDF document on Gradescope. This should include each student’s draft of their project write-up as well as constructive critiques of it from each other group member. Be sure to select all group members’ names in Gradescope when submitting, so everyone who participated get credit for completing the exercise. Students without a draft of their project write-up to share cannot receive credit for Exercise 10.

Instructions

Students should split into groups of 2–3 and copy/paste a draft of each of your project write-ups into a shared Google Doc. Please copy over any drafts of visualizations you want to include as well, even if they are not polished yet.

Below each write-up other than your own, students should write their name followed by a bulleted list of feedback. This feedback should be respectful and professional, but can be written in informal prose. Students may wish to lean on the I like, I wish, what if framework for design critique presented earlier in the quarter if they aren’t sure how to formulate feedback in a way that sounds constructive. Try to identify ways to improve each other’s writing in addition to places where the current draft isn’t clear.

Students may leave comments on each other’s writing using the Google Docs comment feature, however, please be sure to leave a bulleted summary of your feedback for grading purposes.

Students are encouraged to discuss each other’s writing and visualizations, what they were thinking about when they authored their own draft, and how they might revise given each other’s feedback.