

## Critical Writing Assignment 2 Draft

[Groups for assignment 2 2021-2022](#)

[Link to explanatory video on the review process](#)

Note: to make things easier for you to manage, Assignments 2 and 3 (as per module descriptor) have been combined into one assignment.

### Weighting

**LO2 Critically appraise their own writing and that of peers with respect to abstract criteria.**

Stealing is Wrong exercise 5% (Due: 23rd-May)

[Evidence/Arguments exercise](#) 5% (Due: June 28th)

Reviewing 40% (reviews completed, observed evaluation) Due: each week as described below)

Reflection 40% Due: each week as described below)

For the remainder of the term (i.e. between May 23rd and June 17th), we will be focusing on your own writing, and your own writing process.

**Step 1: Select your deliverable** (i.e. a piece of work, preferably that you are currently working on) via form at link marked in yellow below. This deliverable will be the focus of your work for the remainder of the term (i.e. you will be supported to improve it over the four weeks via self- and peer review).

For example, lit review

Content	Lit review section 1	Is the area of interest explained?
Content	Lit review section 1	Is the purpose of the review made evident to the reader?
Content	Lit review section 1	If terminology or concepts are being introduced as part of the review, are these defined or clarified?
Content	Lit review section 1	Is the organization of the review made evident to the reader?

You will be working in groups of 3 or 4 with people working on the same sort of deliverable.

**Step 2: Select the specific writing skill** you are focusing on improving for the next four weeks. This should also be done via the form at link marked in yellow below.

Example: Paragraph structure

Organisation	Paragraph structure v2	Is the topic sentence precise, brief, yet thorough?
Organisation	Paragraph structure v2	Does every idea relate to the topic sentence?
Organisation	Paragraph structure v2	Does the ordering of the ideas make sense?
Organisation	Paragraph structure v2	Is the paragraph topic sufficiently developed?
Organisation	Paragraph structure v2	Are link words used effectively to help the reader follow the ideas?
Organisation	Paragraph structure v2	Paste your revised paragraph into the comments box on this line.
Organisation	Paragraph structure v3	Is topic position used effectively to help the reader follow the ideas?

**[Please note that if you choose ‘paragraph structure’ as a skill, you should mark in yellow in your text, which TWO paragraphs you wish your peers to review.**

**The review form (checklist) for ‘paragraph structure’ will *repeat* each criterion, so that you can review each of the two paragraphs.**

**If you choose ‘sentence structure’ as a skill, you should mark in yellow in your text, which SIX sentences you wish your peers to review.**

**The review form (checklist) for ‘sentence structure’ will *repeat* each criterion, so that you can review each of the six sentences.]**

### Step 3: Follow the timeline below

#### Timeline

Week of class 9 (i.e. week beginning 23rd May)	Note work done during week 9 is not graded, it is an opportunity to go through the process and make sure everything is clear.
Monday (23rd May)	<p>Fill in <a href="#">this form</a></p> <ul style="list-style-type: none"> <li>• Deliverable selected</li> <li>• Skill(s) to improve selected</li> <li>• <b>Please submit by end of the day Monday 23rd May</b></li> </ul>
	<ul style="list-style-type: none"> <li>• Boice graph up and running (add in your deliverable doc and your reflection doc). This tracks the time that you spend writing and # of words produced and generates a graph of this for you. <b>*You will get a separate email with instructions about this*</b></li> </ul>
	<p>The weekly process</p> <ul style="list-style-type: none"> <li>• Once you have selected your deliverable (e.g. a page of writing from a chapter or paper), do a self-review of it using the checklist emailed to you, and submit the deliverable. <ul style="list-style-type: none"> <li>○ for online class: by 23:59 Tues 24th May</li> <li>○ for In person class: by 23:59 Weds 25th May</li> </ul> </li> <li>• Review the work of those in your group before class (checklist and work will be emailed to you)</li> <li>• In class: Meet up in your group <ul style="list-style-type: none"> <li>○ Engage in evaluative dialogue with peers.</li> <li>○ Reflection in group:</li> </ul> </li> <li>• End of week: individual reflection (see below for prompts for week 1)</li> </ul>
Week of class 10 (i.e. week beginning 30th May)	
	<b>The weekly process</b>

	<ol style="list-style-type: none"> <li>Once you have selected your deliverable (i.e. 1-2 pages of writing from a chapter or paper), do a self-review of it using the checklist emailed to you, and submit the deliverable. <ul style="list-style-type: none"> <li>for online class: submit by 23:59 Tues</li> <li>for In person class: submit by 23:59 Weds</li> </ul> </li> <li>Review the work of those in your group before class (checklist and work will be emailed to you) and submit these via the email link provided. <b>Decide with your group whether you will meet up before or after class.</b></li> <li>In class: Meet up in your group <ul style="list-style-type: none"> <li>Engage in evaluative dialogue with peers in relation to one student's piece of work. <b>(If you have not met up before class, this discussion will involve the two reviewers agreeing and merging their feedback. As the learner won't have the merged review, you can share the screen with them.) Then the whole group discusses the feedback and compares this feedback with the self-review completed by the student in question.</b></li> <li>Daire and Niamh will be on hand to provide help and feedback (e.g. if there was a lot of disagreement about a particular checklist item).</li> <li>Reflect in group on nature of the discussions and feedback.</li> </ul> </li> <li><b>Merged reviews and discussions in relation to the work of the other students (i.e. those whose work was not discussed in class) should be done <i>either</i> prior to class or after it. All work must be completed by 12 noon on the Monday after the previous class. Please watch your time management to ensure that each person's work is discussed.</b></li> <li>Submit individual reflection (see prompts) on the Monday following class.</li> </ol>
Week of class 11 (i.e. week beginning 6 June)	
	<ul style="list-style-type: none"> <li>Same as previous week</li> </ul>

Week of 12 (i.e. week beginning 13th June)	
	<ul style="list-style-type: none"> <li>• Same as previous week + final reflection</li> </ul>

## Reflection

[Set up your reflection document](#)

### Reflection week 1

#### Reflection in groups

- Refine the checklist - have you noticed anything missing so far?
- Helpfulness / anything that could make your feedback more helpful

#### Individual Reflection

- Your process
  - Insert your weekly graph
  - How useful do you find the Boice graph this week? (If applicable)
  - Did reflecting on the feedback help you produce more words?
  - Did reflecting on the feedback help you spend more time writing?
  - When (if applicable) did you reflect on the Boice graph (before writing, during writing, after writing), and why?
  - Did you set a goal (time/words/other)?
  - Any observations on this?
  - How hard did you find writing sessions this week?  
V easy - V hard  
Were any sessions more enjoyable than others? When they were, did you notice any factors are present / absent that might explain this?
  - What could you change about your process?

### **Week 2 reflection (deadline 12 noon Tuesday 7th June)**

There are two key elements of the process to reflect upon - your own writing process, and your participation in, and experience of, the class dialogues with peers.

#### Prompts on your process

1. Insert your weekly graph
2. How useful do you find the Boice graph this week?
3. Did reflecting on the feedback help you produce more words?
4. Did reflecting on the feedback help you spend more time writing?
5. When did you reflect on the Boice graph (before writing, during writing, after writing), and why?
6. Did you set a goal (time/words/other)?
7. Any observations on this?
8. How hard did you find writing sessions this week?  
V easy - V hard  
Were any sessions more enjoyable than others? When they were, did you notice any factors are present / absent that might explain this?
9. What could you change about your process?

#### Prompts on feedback dialogues:

1. How did you respond to your peers' feedback (e.g. did you feel defensive? Did you actively listen?)
2. Did you feel the feedback was helpful? If not, why? If yes, how so?
3. What action did you or do you plan to take if you received feedback which you did not feel was helpful?
4. What action did you or do you plan to take if you received feedback which you felt was helpful?
5. Looking back, are there any ways in which the dialogue could have been improved? How so?
6. How did you find the process of doing the self- and peer reviews? (i.e. filling in the checklists, meeting to merge feedback, receiving peer reviews, meeting in class to discuss) Would you suggest any changes?

#### **Week 3 reflection (deadline 12 noon Tuesday 14th June)**

You can structure your reflection according to the prompts (questions provided) or you can structure it as one coherent text without headings. But if you do the latter, please make sure that you address the questions asked.

#### Prompts on your process

10. Insert your weekly graph
11. How useful do you find the Boice graph this week?
12. Did reflecting on the feedback help you produce more words?

13. Did reflecting on the feedback help you spend more time writing?
14. When did you reflect on the Boice graph (before writing, during writing, after writing), and why?
15. Did you set a goal (time/words/other)?
16. Any observations on this?
17. How hard did you find writing sessions this week?  
     V easy - V hard  
     Were any sessions more enjoyable than others? When they were, did you notice any factors are present / absent that might explain this?
18. What could you change about your process?

Prompts on feedback dialogues:

7. How did you respond to your peers' feedback (e.g. did you feel defensive? Did you actively listen?)
8. Did you feel the feedback was helpful? If not, why? If yes, how so?
9. What action did you or do you plan to take if you received feedback which you did not feel was helpful?
10. What action did you or do you plan to take if you received feedback which you felt was helpful?
11. Looking back, are there any ways in which the dialogue could have been improved? How so?
12. How did you find the process of doing the self- and peer reviews? (i.e. filling in the checklists, meeting to merge feedback, receiving peer reviews, meeting in class to discuss) Would you suggest any changes?

## Resources

[Set up your reflection document](#)

Guides for Boice graphs:

- If you use Google Docs: [Video guide](#) [Doc guide](#)
- If you use Word: [Video guide](#) [Doc guide](#)

[Short video guide of overview of Review Process](#)