ES1103

English for Academic Purposes

PEER REVIEW

Centre for English Language Communication

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Peer Review

Tutorial Learning Outcomes

By the end of this session, you should be better able to:

- considered the purpose and procedures for peer review
- reviewed peers' drafts and noted their strengths and weaknesses
- used assessment criteria to make helpful suggestions to improve your peers' drafts

Introduction

Peer reviewing is a useful and important process for both the reviewee and the reviewer. By noting the strengths and weaknesses of others' writing, you can become more aware of potential problems in your own writing.

Also, by considering and addressing comments of reviewers, you become aware of the lack of clarity and logic in your writing, and you can use the feedback you receive to improve your writing skills.

Simply, getting into the habit of peer reviewing will bring benefit to your writing in your academic disciplines.

Understanding Peer Review

To begin, let's consider what we mean by 'peer review'.

Follow the link below to watch a short video that provides a simple introduction to peer reviewing.

https://www.youtube.com/watch?v=O3lkm8LsgoU

As you can see, there are two key roles in peer review:
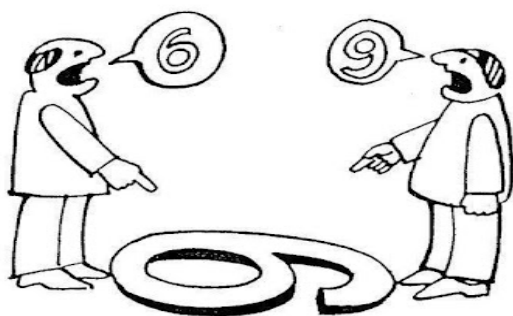
- the reviewer
- the reviewee

For a peer review to fully achieve its purpose, both parties must understand, accept and perform their respective responsibilities. This tutorial outlines these responsibilities and provides a systematic approach to conducting peer reviews.

The Role of the Reviewer

When conducting a peer review, **the reviewer** should
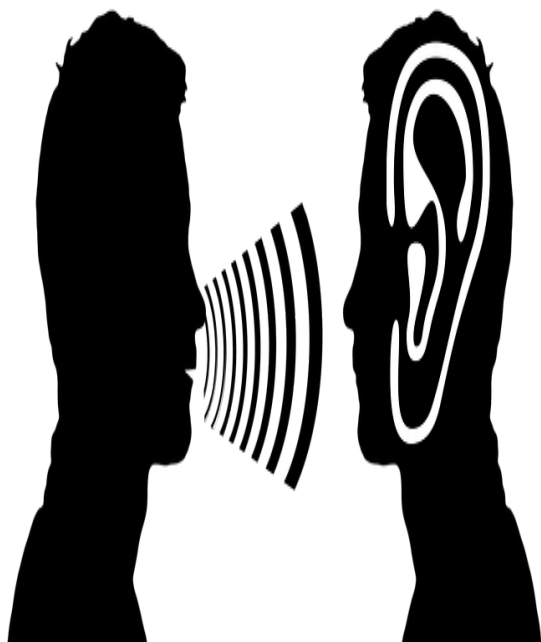
- help and advise on the writing, not judge the writer

- comment on the positive first, then on what can be improved

- point out what was very well written, interesting, insightful, and well supported

- point out where there are possible problems, such as
  lack of clarity
  lack of relevance
  lack of clear progression
  poor logic

Follow the link below to watch a short video that provides examples of **commenting strategies** the reviewer should use.

https://www.youtube.com/watch?v=GlSCMx9-fGA

The reviewer must **read and advise** on a paper in a **purposeful**, **systematic** and **constructive** manner. To help you review and advise effectively, it is essential to have a common format which both the reviewer and the reviewee can refer to during the review stage and during the discussion stage of the peer review.

Therefore, it is extremely useful to have a checklist as a guide to reviewing papers effectively. However, it must not be an exercise in ticking boxes. As a reviewer, you must also **give reasons for your observations and offer suggestions for improving your peers' writing**.

To help you review your peers' work in ES1103, we will use the checklist presented on the following pages. You must familiarise yourself with the components and specific points of focus in the checklist so that you can provide purposeful, systematic and constructive feedback.

Peer Review Checklist

Use the following checklist to guide you in reviewing your peers' writing. Remember to use examples from the essay to support your comments.

Content	Yes	No
1. Does the writing clearly address the prompt?		
2. Is all the information relevant to the prompt?		
3. Has the information been presented in a way that it responds directly to the prompt?		
4. On the whole, is the essay persuasive and the stance of the writer on the sources clear? Is evaluative language used effectively to indicate the writer's stance?		
5. Do the ideas reflect an understanding of the complexity of the topic?		
6. Are ideas strongly supported by evidence and good arguments?		
7. Does the essay integrate relevant citations effectively (synthesis, paraphrasing, summarising)?		
8. Does the essay contain pertinent analysis and evaluation of sources?		
9. Are the citations well referenced?		
10. Are the hyper themes (topic sentences) supported by logical, valid, credible and relevant information and supporting ideas?		
11. Are all the supporting ideas in the paragraph relevant to the hyper theme (topic sentence)?		
Suggestion(s)		

Organisation	Yes	No
1. Does the text follow the expected 'genre'? Are the expected stages clearly visible in the paragraphing?		
Introduction 2. Does the macro theme (thesis statement) present a clear stand, with a very specific controlling idea?		
3. Does the background information in the introduction lead smoothly to the thesis?		
4. By the end of the introduction, is the scope and organisation of the whole essay well defined?		
Body paragraphs 5. Do all the paragraphs address and support the thesis?		
6. Does the hyper theme (topic sentence) in each paragraph encapsulate the main idea of the whole paragraph? Does it also refer back to the previous paragraph?		
7. Are the paragraphs logically organised? Are they unified (all sentences deal with the hyper theme)?		
8. Do ideas flow smoothly from one sentence to another? Are there gaps between the sentences which are due to weak thematic progression?		
9. Are cohesive devices (referencing, transitions and linking words) appropriately used to ensure that ideas flow well?		
Suggestion(s)		

| Language	Yes	No
1. Have features such as hedging, evaluative language, and modality been use to establish and maintain an academic style?		
2. Have reporting verbs been used accurately for integrating sources? Do they convey the writer's stance?		
3. Is there a full range of simple, compound and complex sentences? Are the various sentence types used appropriately to achieve the intended purpose or meaning?		
4. Is grammar used accurately?		
Suggestion(s)		

wordy - be precise   which   Sunday?   ↓ comma needed

Every year on one Sunday in the middle of January, tens of millions of

word choice

people cancel all events, plans or work to watch the Super Bowl. This

wordy

audience includes little boys and girls, old people, and housewives and

Be specific - what reasons?

men. Many reasons have been given to explain why the Super Bowl has

and why   what spots?)

become so popular that commercial (spots cost up to $100,000.00.

awkward

One explanation is that people like to take sides and root for a team.

another - what?   ↓ spelling

Another is that some people like the pageantry and excitement of the

too colloquial

event. These reasons alone, however, do not explain a happening as big as

the Super Bowl.

you need to do more research

This paragraph needs to be expanded in order to be more interesting to a reader.

Tcore 101

11/2/11

The Diary Weblog and the Travelling
Tales of Diasporic Tourists

MLA

Summary paragraph hot spots?

The Travel Blogs article which is writing by Lena Karlsson is about Karlsson analyzing
online blog communities. Over the period of three years Karlsson focuses on 25 blogs that have
been written by "female 1.5 to second generation Chinese Americans". Each blog consist of the
author's life and what took place that day that was worth talking about. The author of the blog
also talks about thoughts and or feelings about whatever they feel strongly about. In the 25
blogs Karlsson analyzed some authors talked about their travels to their homeland.

Although this article was about online blogs it was also about diary weblogs which is a
lot like blogging because the author of these diary weblogs talks about their daily lives as well.
In these diary weblogs you find what you would find in a diary, thoughts, life lessons and
travels. Karlsson goes on to talk about how most of the online bloggers and diary weblogs are
middle-aged professional who are between the ages of 20 and 30 that live in the Southern
California area. Most of them being from the Asian American decent talk about their
immigration travel in their blog. And what do they say? Why were these blogs important?

not what it's "about"

agreement

How is this different than last sentence?

redundant

diary weblogs are blogs, just a sub-set.

informal, conversational   consider a stronger verb

I remember the same problems again questions summary I think

Can you be more concise? Specific

It has lots of minor details rather than key points.

Late

It's not clear that you understood the main argument (close Reading) because the summary seems to be talking only about what blogs are (defining). I'm wondering if you actually read the article or struggled to get it.

The Role of the Reviewee

When conducting a peer review, **the reviewee** should
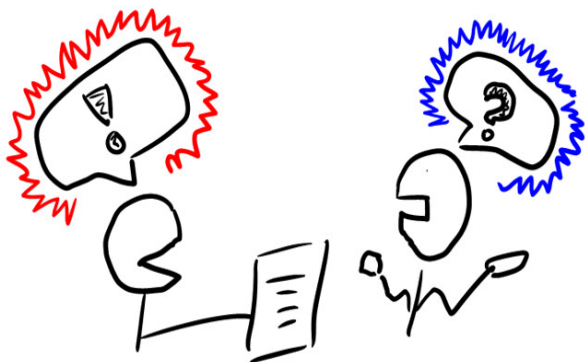
- take this opportunity to get used to constructive feedback

- be grateful for the opportunity to improve the writing

- reflect and improve the writing where needed

- read and listen to the peer's feedback

- make notes on points of agreement, disagreement with and anything unclear

- discuss and clarify points with the reviewer

- thank the reviewer for the time and effort they have put into offering help

Communication between the Reviewer and the Reviewee

Follow the link below to watch a short video that offers some advice and gives some examples of **sharing ideas** between the reviewer and the reviewee.

 https://www.youtube.com/watch?v=24apK7i32xg

Now that you have some understanding of the requirements, responsibilities and procedures for effective peer reviewing, you should be ready to conduct purposeful, systematic and constructive peer reviews for CA2.

Task 1

Work in your peer review groups.

Review your peers' essays by using the checklist on pages 5-7 above. The checklist is also available in the Tutorial 11 folder on Canvas.

- Use the checklists AND annotate your peers' CA2 with comments.

- Share your completed checklists with the peers whose CA2 you have reviewed.

- Discuss the feedback for clarification.

- Send your CA2 to your reviewers. Your tutor will inform you who your reviewers are.

- Carefully read and review your peers' CA2 by considering and completing the checklist.

- Return your review to your reviewee.

- Read the comments and discuss any points of clarification with your reviewer.

- Redraft CA2 and label it as CA3.

- Submit your CA3 by the scheduled deadline stated on Canvas.

- Run a plagiarism check and consult the report, and amend your CA3 if necessary.

In this session, we have considered the purpose and some of the best practices for conducting effective peer reviews. To provide an instructive and constructive peer review, you will need to revisit all of the skills and techniques we have considered on ES1103 thus far. You have seen that you need to apply these skills to reviewing your peers' CA2, and offer considered and informed suggestions for improving their academic writing.

In the next tutorial, we will focus on aspects of academic style and register to enhance the standard of your writing and to ensure it is more characteristic of good academic work.

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