

Welcome to CSCI1800!

Topic: Teamwork and Peer Review

Fall 2020

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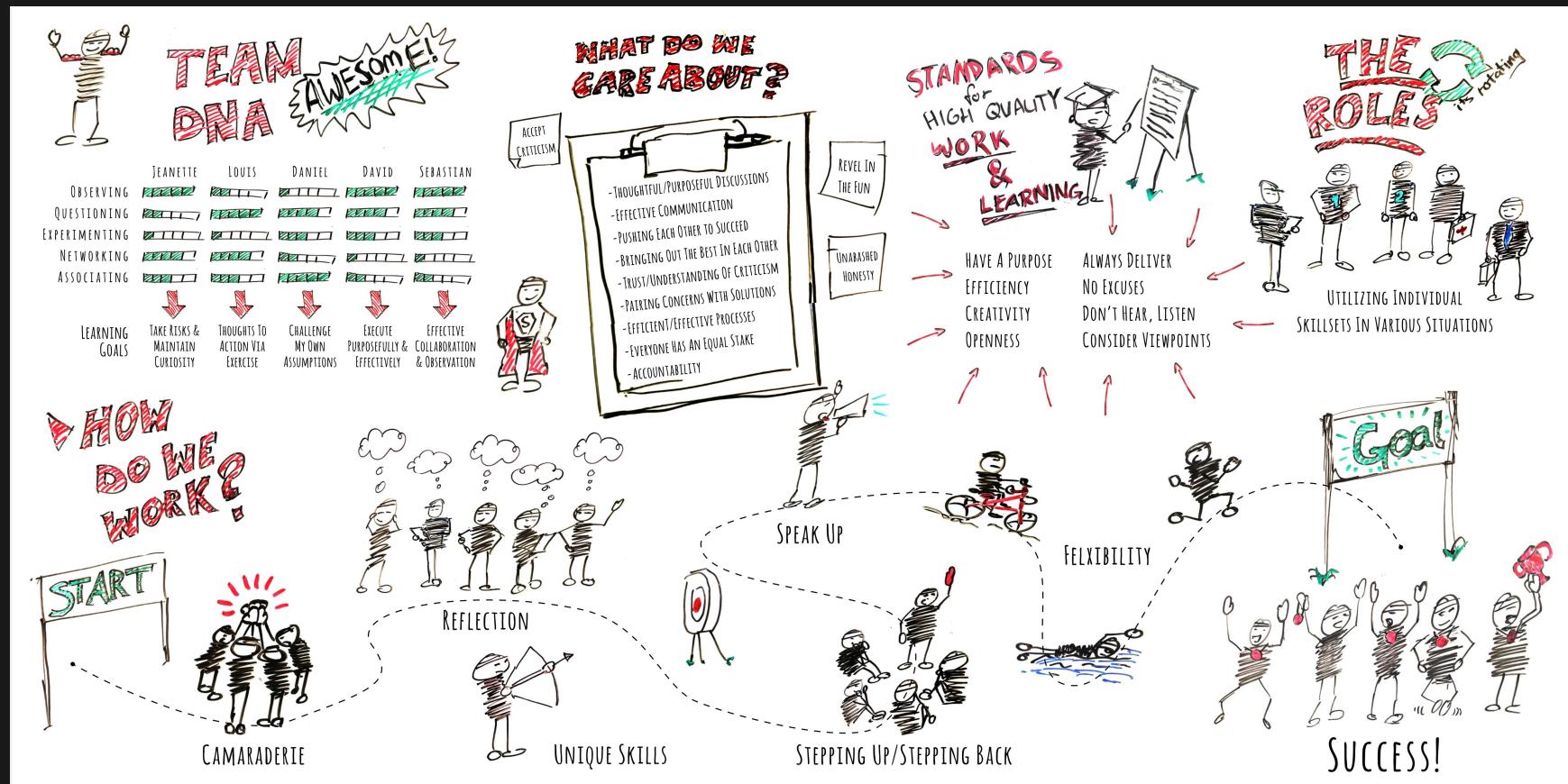


Agenda

1. Team Charter
2. Team Plans
3. Peer Reviewing

Use these slides on your own: <https://g.aaronswright.com/>.

1. Team Charter



Sketch of making a Team Charter by [David Chin](#)

1. Team Charter

- Talk with your teammates (or chat or video, etc.)
- Give everyone a chance to express their opinions
- Use the Team Charter document to guide you
 - Collaborate in a single document bit.ly/3IQ0Kah
- Worth 6% of final grade
- Submit one copy per Team

2. Team Plans



Collaborative note taking ([Taskade](#))

2. Team Plans

- Each Unit, submit one Plan per Team
 - Worth 3.5% of your final grade
- Discuss the Unit Essay questions
- Decide what study tools you will create
 - Notes on each reading?
 - Summaries of each reading?
 - Reverse outlines of each reading?
- Divide up the labour
- Set a deadline for completing the tools

3. Peer Review



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3. Peer Review Comments

Tone: be constructive; use "I" statements

A framework to structure comments:

- Describe
- Evaluate
- Suggest

More on this framework and a video explainer at
elireview.com/2016/08/03/describe-evaluate-suggest/.

3. Describe—Evaluate—Suggest

Evaluation criteria?

Use the 750-Word Final Essay
rubric (in the syllabus)

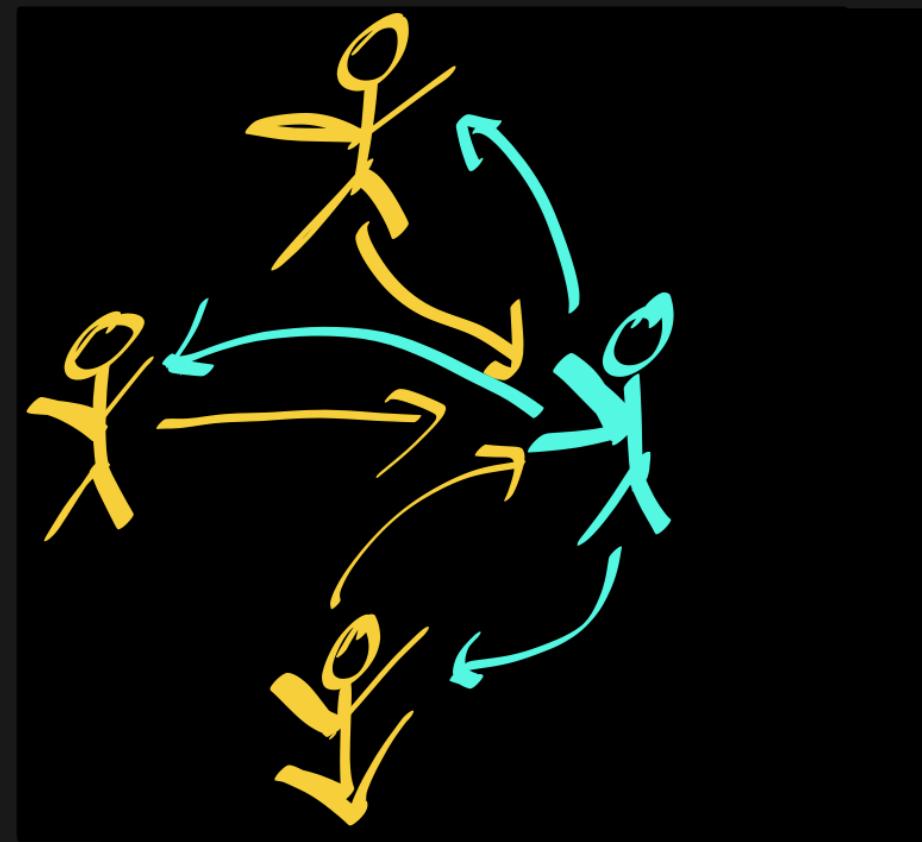
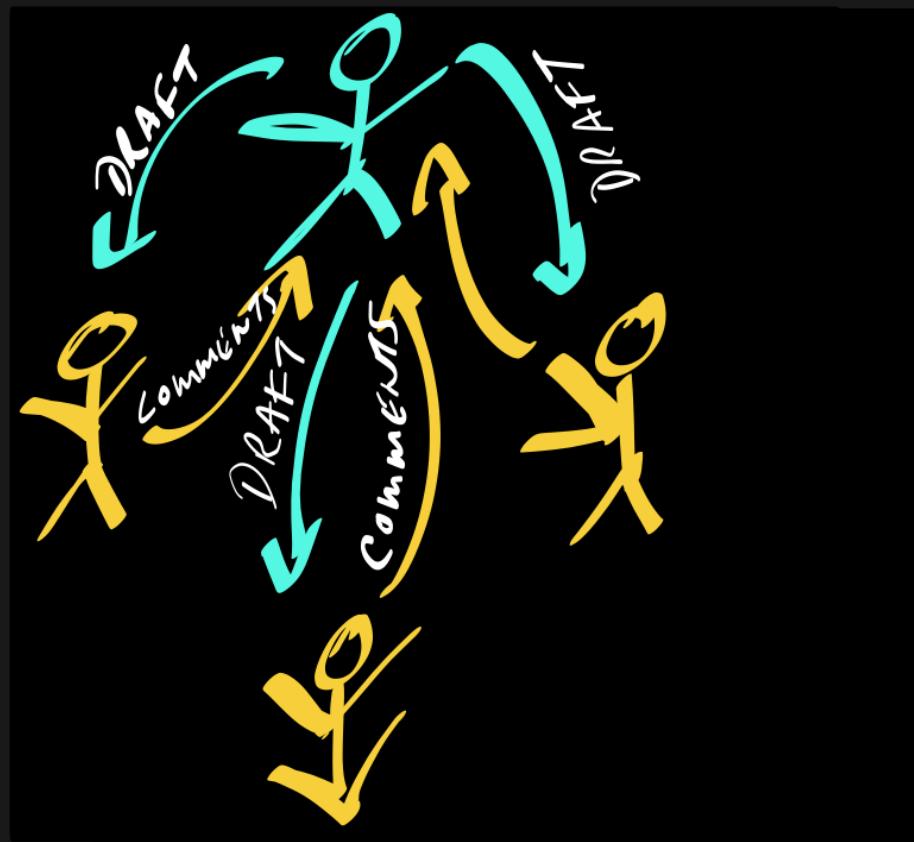
Rubric Categories

- Argument
- Evidence
- Structure

Table 1: 750-word Final Essay Rubric		
	Argument /4	Evidence /4
A Excellent	Considerable evidence of original thinking; demonstrated outstanding capacity to analyze and synthesize course material. Argument clearly answers question, defines key terms, proceeds logically, and is defensible.	Outstanding grasp of subject matter; evidence of extensive knowledge base; effective use of course materials to connect computing and society. Extensive and appropriate use of quotation, paraphrase, summary, and citations to provide evidence.
B Good	Some evidence of critical capacity and analytical ability; Argument clearly answers question, defines some key terms, and is defensible.	Evidence of familiarity with the course content. Appropriate use of quotation, paraphrase, summary, and citations to provide evidence. All points of argument are supported by details, and all details are relevant to the argument.
C Satisfactory	Evidence of some understanding of the subject matter. Argument mostly answers question, and is non-trivial	Appropriate use of quotation, paraphrase, summary, and citations to provide evidence. Some evidence is misinterpreted or irrelevant to argument. Some details are unrelated to argument.
D Marginal	Evidence of minimally acceptable, critical and analytical skills. Argument on topic but poorly defined and unclear.	Evidence of minimally acceptable familiarity with course content. Some use of quotation, paraphrase, summary, and citations to provide evidence.
E Inadequate	The argument is illogical, irrelevant, or unsubstantiated.	Limited or irrelevant use of course content.
		The thesis is clearly expressed in first paragraph; organization of essay follows the organization of argument, (with an introduction, transition sentences to connect major ideas, and conclusion); sections and paragraphs transition smoothly
		The thesis is expressed in first paragraph; organization of essay follows the organization of argument (intro/body/conclusion); sections and paragraphs transition mostly smoothly
		Thesis is somewhat clearly stated in first paragraph; essay is organized into sections but lacks transitions and is disunified; paragraphs focus on single idea.
		Thesis unclear or in illogical place; essay is disorganized; paragraphs are not focused on a single idea.

3. Peer Review in Teams

Please post your draft in BrightSpace on time so your teammates have time to read and comment



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Questions? Please post in the “Ask Dr. Wright” Discussion area

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