**PEER REVIEW INTRODUCTION and DEFINITION**

**(each group will review the feedback with the teacher during class)**

*Use the feedback from your peers to improve the text. After corrections,*

Peer critiquing means that one student helps another student to do a better job of his/her work: to develop the topic and clarify the ideas. It is good to get different perspectives and responses to a piece of writing, and your comments may be more useful to your partner than the instructor's.

**Write down your comments and then discuss them with the author**.

**Use the questions in the checklists as a guideline for the critiquing process and note down your observations.** You can also write your comments in the margin of the paper and use the numbers in the checklist.

**Share and discuss your comments with the author.**  At the end of the discussion, give the paper with your comments to the author.   
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**Work in groups of three students**

**STEP 1: give your text to the student on your left.** Read text 1 and focus on questions in part 1.   
Focus only on the content, the line of thought and the clarity of   
 the message.

**STEP 2: pass the text on to the next student on your left.** Read text 2 and focus on questions in part 2.Focus on style and clarity of language.

If you have extra time,continue reading and focus on questions you haven’t yet considered, i.e. part 1 or part 2.

**STEP 3: get together with the other group members.** Discuss one text at a time. Explain your observations and share   
 any improvement suggestions.

**STEP 4: give your notes to the author.**

Author: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Part 1** | **YOUR COMMENT and SUGGESTIONS** |
| Write down one thing that was   **interesting about topic?** |  |
| 1. Write opposite the writers moves in the introduction paragraph, | **Situation:**  **problem :**  **solution:**  **evaluation of solution:**  **Is the pattern easily identifiable?** |
| 1. Did you at any point **lose flow** of the writing (i.e. places where the author seems to **jump too suddenly** from one idea to another. |  |
| 1. Is there a **sentence definition** of the solution?   Is it clear and sufficiently informative? | What is being defined (‘name’ of solution)?    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 1. **What type of defining information** is used to amplify the definition in each part of the text? (e.g., ‘operating principles’,’ applications’) | 1.  2  3.  4. |
| 1. Is each new type of defining information introduced by an **introductory/topic sentence**? |  |
| 1. Has the author given **equal treatment** to all the key properties? |  |
| 1. Are **references** to sources provided in relevant places?   Is there a section called reference section? |  |
| 1. Does something seem to be  * **missing**? (facts, figures, examples, explanations…?) * …or **irrelevant**? |  |

Author: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Part 2** | **YOUR COMMENT and SUGGESTIONS** |
| 1. Note **informal** words or grammatical structures.   Suggest improvements. |  |
| 1. Does the author use **transitional words/phrases** (cause-effect, contrast, addition**…,**e.g., since, however, although, furthermore, a second X is…). | - Are they logical?  - Has the author repeated the same   connector more than once? |
| 1. Are there any obvious/possible **grammar** errors? |  |
| 1. Unclear/wrong **punctuation**? |  |
| 1. Are the any **unclear sentences** that are hard to read or understand? Mark with **??** |  |
| **OTHER COMMENTS** |  |
| Is the text suitable for a non-expert audience? |  |
| Any other comments or suggestions? |  |
| **WHAT I LIKED ABOUT THIS TEXT** |  |
| Tell the author one thing that you liked about this text. |  |