PEER REVIEW FORM

ELEC-L0901 Introduction to Doctoral Studies

Author's name: ………………………………………………………

Reviewer's name: ………………………………………………………

Where are the CaRS moves found in the text?

(See Appendix 3 in Mycourses)

- Mark in the left margin the CaRS move-step (e.g., 3-1A, 2-1) for that part of the text corresponding to each move-step.

- Was the ordering of the moves effective, or could the ordering be improved by changing the order of certain moves?

1. SITUATION

1.1. Was the topic area used described in the first **opening sentence(s)** too specific?

1.2. Did the text follow a **general-to-specific** progression of topics, eventually leading to the main topic of interest in the text?

1.3. Were there enough **references** to earlier work or were there places where sources were missing but needed?

1.4. Were **claims** made without <u>evidence</u> , <u>reasons</u> or <u>examples</u> to support them?
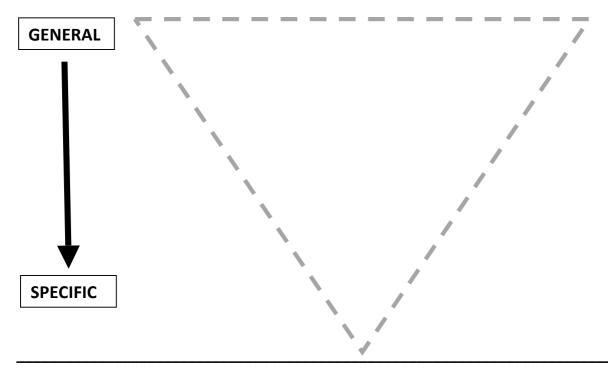
2. PROBLEM (Motivation for the study)

2.1. Where did the writer introduce the problem motivating the need for this study?

2.2. Was the problem clearly signaled using a **contrastive connector** (e.g, *however, although, despite*) and **negative language**.

2.3. What improvements would you suggest?

3. SOLUTION

3-1 Where did the writer introduce the **aim/purpose/goal** of the study?

3-2 Did the **aim** of the study emerge as a **logical consequence** of a stated **problem**?

3-3 Is the **aim** of the study clearly stated as a **purpose** (*describes what the writer wants to achieve*), rather than a **topic area** (*describes what the study is about*)?

3-4 Has the writer narrowed the **scope** of the study by indicating what has been the specific *environment* or *application*, as well as what has been **included** or **excluded** from the area of study?

Is it a Reader-friendly text?

Write into the triangle below the **progression of topics** discussed in the introduction.

GENERAL

↓

SPECIFIC

_____

Did you notice any of the following problems with the **grammar**, **style** or **cohesion**?.

Problem area	Location in the text
☐ Top-heavy/ end-verbs	……………………………………
☐ Staying on topic (given-new)	……………………………………
☐ Needs topic sentences (See appendices 4 and 5 in MyCourses)	……………………………………
☐ Use of tenses and passive voice	……………………………………
☐ Overuse of the verb *'to be'*	……………………………………
☐ Overuse of *'there is'*	……………………………………
☐ Action hidden in nouns using generic verbs (e.g., *is done*, *is made*, *is performed*).	……………………………………
☐ Articles (*the*/*a*/*an*/*Ø*)	……………………………………
☐ Too informal style (choice of words)	……………………………………
☐ Subject-verb agreement	……………………………………
☐ Incorrect or lack of formal connectors (e.g., **This means that** → **Thus**, /**The problem is that**	……………………………………
☐ Prepositions (e.g., *in, on, at, to, into, for*)	……………………………………
☐ Commas, colons, semicolons	……………………………………