**PEER REVIEW 2 / INTRODUCTION and DEFINITION**

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.

At the end of the discussion, give the paper with your comments to the author.   
…………………………………………………………………………………………………………………

**Work in groups of three students**

**STEP 1: Give your paper to the student on your left.** Read text 1 and focus on questions in part 1; i.e.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, 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.**

*Use the feedback from your peers to improve the text. After corrections, combine the definition and the introduction (A2) and submit as A3b to Emended.*

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

|  |  |
| --- | --- |
| **Part 1** | **YOUR COMMENT and SUGGESTIONS** |
| Write down one thing that was   **interesting about topic?** |  |
| 1. In the introduction paragraph, mark the **4 moves**: *situation /problem /solution /evaluation.*   Is pattern **easily identifiable**? |  |
| 1. Who is the client (i.e. who has commissioned this report)? |  |
| 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. Tick:  ***V*** |  |
| 1. Underline the **sentence definition** that opens the text.   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? **Mark in the margin** (e.g., ‘operating principles’,’ applications’) |  |
| 1. Is each new type of defining information about the topic 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? |  |
| 1. Does something seem to be  * **missing**? (figures, examples, explanations, definitions…?) * …or **irrelevant**? |  |

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

|  |  |
| --- | --- |
| **Part 2** | **YOUR COMMENT and SUGGESTIONS** |
| 1. Circle **informal** words and structures, and cases of **weak verbs.**   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?   Mark with **?** |  |
| 1. Unclear/wrong **punctuation**?   Mark with **X.** |  |
| 1. Underline any **unclear sentences** that are hard to read or understand? |  |
| **OTHER COMMENTS** |  |
| Is the text suitable for a non-expert audience? |  |
| Any other comments or suggestions? |  |
| **WHAT I LIKED ABOUT THE TEXT** |  |
| Tell the author one thing that you liked about this text. |  |