

**ENV 6438: Physical & Chemical Processes for Drinking Water Treatment**  
**Department of Civil & Environmental Engineering**  
**University of South Florida**

Cunningham

Spring 2020

Semester Project

Due Monday, April 20

Stage 5

The fifth stage of the semester project is a *peer review* of another group's paper. Here are the parameters:

- It is due on Monday, April 20, at the beginning of class.
- Each student should complete his/her review individually. If you are working on this project in a group, then this is the only part of the project that you should complete individually.
- The peer review counts for 7.5% of the project grade. You will be graded on how well you complete the assignment (as described below).
- Submit your peer review in the following way. First, prepare a Word document or PDF document, following the instructions given below. Then, send that file by e-mail. The recipient list of your e-mail should include the course instructor *and* the students whose paper you read. This should be pretty easy to do in Canvas, I believe. That way, the group gets your peer review and benefits from your feedback; and I get your peer review so I can grade it, all in one swoop. Send this e-mail before the start of class on Monday, April 20.
- Your review should take the form of a written critique, which you type up (e.g., in Microsoft Word, or other word processor of your choice). Your written critique should consist of the following five sections. *Please follow these instructions exactly.*
  1. Divide your peer review into five (5) sections.
  2. In Section 1, include your name and the names of the group whose paper you reviewed.
  3. In Section 2, provide a brief (probably about one paragraph) summary of your general opinion of the effectiveness of the paper. Were there things about it that you liked? Did it meet its intended goal? Was there something in it (either good or bad) that particularly stands out to you?
  4. In Section 3, provide a numerical score (between 0 and 5, in increments of 0.5 – for example, 2.5, 3.0, 4.5) for each of the 10 writing characteristics. Refer to the ENV 6438 writing rubric (posted on Canvas) to help you provide the score for each characteristic.
  5. In Section 4, for the particular characteristics that you scored the lowest (say, the 2 or 3 characteristics that you think are most in need of improvement), provide specific examples from the text that indicate why you gave the score you did.
  6. In Section 5, offer suggestions – as specific as you can be – as to how the group could improve on the characteristics that you identified as most in need of improvement.

I think it will probably take you about 2 pages to include all five sections, but there is no set length requirement – use as much or as little space as you require to do the job properly.

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- In addition to your written critique, you can choose to mark up the rough draft that you are reading. This is optional; you can earn full credit without providing the marked-up copy. If you choose to mark up the rough draft, I recommend using a colored pen (not black) so that your comments are easily visible. Also, write your name (legibly) on the marked-up copy, so the group can ask you follow-up questions if they don't understand your comments. You can return the marked-up draft directly to the group whom you are reviewing; I do not need to see it. (I will assign your grade based on your written critique, not based on the mark-up.)  
(*Note for 2020*: this year, everything is done virtually, not with hard copies, so either you can print, mark up, and scan, or else you can use "soft" editing tools in Word or Adobe to provide your comments. But this part of the assignment is optional in any case.)
- Please try to be *helpful and constructive* in your comments. Your goal is to help the other group improve their final product. It is not constructive to say "this paper is a mess." It is constructive to say "The organization of this paper needs improvement, and I think it could best be improved by...[give suggestions, as specific as possible]." You should give your honest assessment of the work you are reading, but while being honest you should still provide your criticism in a constructive manner.
- If you think the paper needs a lot of improvement, you will help your classmates by saying so. The final paper is worth 50% of the project grade, and I am not an easy grader. If you give your classmates high marks to be "nice", but then their final paper earns a low score, then you have not actually been nice to them. See also the bullet point immediately above; you want to be constructive, but honest.
- If this part of the project goes well (i.e., if each student completes the assignment properly), then each group will receive 2 or 3 constructive reviews of their rough draft, which will help all of you produce excellent final papers.

If you have questions about the requirements...ask me!