

ENV 2073
Global Warming: Science and Politics of a Contemporary Issue

Writing Assignment #1
Stage 5 – Peer reviews
Due Thursday, February 21, 2019

University of South Florida
Spring 2019
Prof JA Cunningham

The fifth part of the first paper assignment is to complete *peer reviews* of two of your classmates' papers. Here are the parameters:

- Two peer reviews are due on Thursday, February 14, at the beginning of class.
- The peer reviews will count for 10% of your project grade. You will be graded on how well you complete the assignment (as described below).
- Please bring *two hard copies* of *each* of your reviews. One copy is to return to the classmate whose paper you reviewed; the other copy is for me to read and grade.
- The idea is that both you and your classmates will benefit from this exercise. You will benefit by reading the ideas from another student, which might help you improve your own paper; the other student will benefit from reading your constructive criticism.
- Your reviews should take the form of written critiques, which you type up (e.g., in Microsoft Word, or other word processor of your choice). Each of your written critiques 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 name of the student 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 2073 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 your classmate could improve on the characteristics that you identified as most in need of improvement.

I think it will probably take you about 1.5 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.

- 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 your classmate can ask you follow-up questions if they don't understand your comments. You can return the marked-up draft directly to the student 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.)
- Please try to be *helpful and constructive* in your comments. Your goal is to help the other student improve his/her 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 papers earn low scores, you have not actually been nice to them. The best way to help your classmates is to be tough but fair. 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), then each student will receive 2 constructive reviews of his/her rough draft, which will help all of you produce excellent final reports.

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