

PEER REVIEW GUIDELINES

PSY 225 RESEARCH METHODS (PROFESSOR GERNSBACHER)

- a. Read through each of your Group Member's essays **twice**. The first time you read through each essay, read it as any other reader would. Don't try to take notes, make suggestions, or answer any questions about the essay, just read the essay for content.
- b. The second time you read through each essay, take notes and answer (in your notes) **all 12 of the following questions**:
 1. Does the essay present five paragraphs?
 2. Does the Introduction Paragraph begin with a Hook?
 3. Is the Hook inviting?
 3. Does the essay have a clearly written Thesis Statement?
 4. Is the Thesis Statement the last sentence of the Introduction Paragraph?
 4. Does the essay provide three reasons/arguments or three examples?
 5. Is each reason/argument or example presented in its own Supporting Paragraph?
 6. Is each reason/argument or example convincing or compelling?
 7. Is each Supporting Paragraph structured with a Topic Sentence, followed by three sentences that provide evidence, examples, or details, and concluded by a Conclusion Sentence?
 8. Does the essay have a Conclusion Paragraph?
 9. Does the Conclusion Paragraph contain a sentence that re-states (in different words) the Thesis Statement?
 10. Does the Conclusion Paragraph end with something witty or memorable?
 11. Is the essay free of grammatical errors?
 12. Is the essay free of spelling errors?
- c. As a peer reviewer, your job is to answer the above questions and share your answers with the author of the essay. For any question that you answer 'no,' you can suggest ways to improve the essay so that the answer would become 'yes,' but you're not responsible for re-writing the essay.
- d. Be respectful to each other but be honest in identifying any weaknesses (i.e., answers to the above questions that are not yeses).
- e. Remember that you're not the author of someone else's essay. You might not have the same reasons/arguments as someone else, and you're unlikely to have the same examples. You might not have even chosen to also argue in favor of the thesis (or, conversely, to also argue against the thesis). That's ok.