Plants and Civilizations
Term Paper Peer Review Evaluation Form

Recitation Section: _________________ Author Name: _____________________
Reviewer Name: ___________________
Paper’s Title: __________________________________________________________

Before you begin the review, spend 3-5 minutes discussing your paper with your reviewer. What is the goal of the paper? Where did you have trouble? How did you conduct your research?

To the author: What questions or concerns do you have about your paper at this point?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

To the reviewer:
The purpose peer review is to provide constructive feedback to the author. You are not grading the paper or providing a score for the areas below.

Read the paper once without marking anything and consider the WHOLE of the document rather than working on just editing or proofreading the draft. When you have considered the document as a whole, please work through the remainder of this review form. Work through each section, make comments on this form in the space provided and identify in the paper examples that support your comments. Check off each section once you have completed your notations and suggestions. This way the author will know what has been thoroughly reviewed and what has not.

Thesis
a. Find and underline the thesis statement. What question is the author trying to answer? Is the thesis statement interesting? Is it refutable, or is it simply an obvious and widely held statement? Is it consistent with the rest of the paper? Make suggestions for improvement below.
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Structure
a. Do the paragraphs have topic sentences? Are the topic sentences relevant to the thesis statement? Does the information in each paragraph support its topic sentence? How does the author transition between paragraphs? How could the author improve the flow of his/her ideas?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

b. Is the paper organized in a logical, easy to understand manner? Are the ideas presented in the order that you think they should be? Why or why not? Does each paragraph support and extend the paper or are there sections of unnecessary and unrelated material?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Use of Evidence
Does the evidence presented support the thesis? Are counter arguments presented and refuted? Are these refuted effectively? How many sources are used? Are the same one or two sources used repeatedly? Are the sources reliable? Are these peer-reviewed sources? Should they be?
*Mark all of the references that you are not convinced are reliable*
*Identify any statements that need to be supported by a literature reference, but are not*
**Analysis**
Overall, is the paper a presentation of new ideas, or a re-statement of someone else’s ideas? Does the author take information from a source and provide his or her own analysis and interpretation of the information? Does the author take information from two or more sources and synthesize this information?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

**Logic and Argumentation**
Are the author’s arguments convincing? Is there an identifiable and reasonable progression of ideas? Do these ideas make sense? Are they presented in an appropriate order?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

**Mechanics**
Are there typos, misspellings, punctuation or grammar problems? Underline the first few instances. Are the references formatted correctly? Are all references in the literature cited section cited in the text?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

**Overall Comments**
Use the space below to describe the areas of the paper that are the strongest and that are in the most need of more work. What is the most interesting aspect of the paper? What is the least interesting, or new?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Paper Grading Rubric

**The Superior Paper (A/A-)**

**Thesis:** Easily identifiable, plausible, sophisticated, focused, insightful, clearly connected to a point of significance.

Interesting.

**Structure:** Evident, understandable, appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.

**Use of evidence/development:** Appropriate and reliable sources used to support every point with at least one example. Multiple sources are used for major points. If used, excellent integration of quoted material into sentences.

**Analysis / Synthesis:** Author clearly relates / discusses evidence to thesis; analysis is solid, posing new ways to think of the material. Excellent use of secondary sources.

**Logic and Argumentation** All ideas in the paper flow logically; the analysis / synthesis is relevant and identifiable, reasonable, and sound. Counterpoints are acknowledged and where possible refuted.

**Mechanics:** Sentence structure, grammar, and diction excellent; correct use of punctuation and citation style; minimal to no spelling errors; absolutely no run-on sentences or awkward constructions; limited or no use of the passive voice.

---

**The Good Paper (B+/B/B-)**

**Thesis:** Promising, but may be slightly unclear, or lacking in insight or clear connection to a point of significance.

**Structure:** Generally clear and appropriate, though may wander occasionally. May have a few unclear transitions or a few paragraphs without strong topic sentences.

**Use of evidence/development:** Examples used to support most points. Some evidence / sources do not support points, or may appear where inappropriate. Reliability of sources either not evident or not discussed. Quotations well integrated into sentences.

**Analysis:** Evidence related to thesis, though links perhaps not as clear as best. Above average use of outside sources.

**Argumentation:** Arguments in paper are clear, usually flow logically and make sense. Some evidence that counter-arguments are acknowledged, though perhaps not addressed.

**Mechanics:** Sentence structure, grammar, and diction strong despite occasional lapses; punctuation and citation style generally used correctly. Some (minor) spelling errors; may have a few run-on sentences, sentence fragments, or other awkward constructions; a couple of sentences in the passive voice.

---

**The Average/Marginal Paper (C+/C/C-) - Not all qualities necessarily present -**

**Thesis:** May be somewhat vague or offer somewhat less clarity in terms of a point of significance or provide little around which to structure the paper. Not interesting.

**Structure:** Generally clear but may sometimes wanders or jump around. Weak transitions, some paragraphs without topic sentences.

**Use of evidence/development:** Quantity and reliability of sources poor. Points may often lack supporting evidence, or evidence may be used where inappropriate. Explanation for the connection between evidence and overall point not clear. Quotes poorly integrated into sentences.

**Analysis:** Quotes appear often without analysis relating them to thesis or analysis offers nothing beyond the quote. Sources not analyzed or integrated, presenting a single point of view or opinion.

**Logic and Argumentation:** Logic fails, or argument is unclear. Does not address counter-arguments and may contain logical contradictions.

**Mechanics:** A notable pattern of error in sentence structure, grammar, or diction (though usually not major). Errors in punctuation, citation style, and spelling may occur. May have several run-on sentences or fragments; more than a couple of sentences are in the passive voice.
**The Well-Below Average Paper (D+/D/D-) - Not all qualities necessarily present -**

**Thesis:** Difficult to identify, may be bland restatement of obvious point.

**Structure:** Unclear, often because thesis is weak or non-existent. Transitions confusing and unclear. Few topic sentences.

**Use of evidence/development:** Very few or very weak examples. General failure to support statements, or evidence seems to support no statement. Quotes not integrated into sentences; “plopped in” improperly.

**Analysis:** Very little or very weak attempt to related evidence to argument; may be no identifiable argument, or no evidence to relate it to. A clearly inferior use of outside sources.

**Logic and Argumentation:** Ideas do not flow at all, usually because there is no argument to support. Simplistic view of topic; no effort to grasp possible alternative views. Many logical contradictions, or simply too incoherent to determine.

**Mechanics:** Significant problems in sentence structure, grammar, and diction. Frequent major errors in citation style, punctuation, and spelling. May have many run-on sentences and comma splices; abundant use of the passive voice.

---

**The Failing Paper (F) - minimal lack of effort or comprehension of the assignment -**

**Thesis:** No thesis statement or very broad, muddy statement

**Structure:** Lack of structure, topics jump around.

**Use of evidence/development:** No connection between evidence (if evidence is present) and thesis.

**Analysis:** No argument.

**Logic and Argumentation:** No flow, no effort to relate topics together and make comparisons/contrast.

**Mechanics:** Very difficult to understand owing to major problems with mechanics, structure, and analysis. Has no identifiable thesis or the thesis is utterly inadequate and non-argumentative. Outside sources inadequately integrated.