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# Improving Undergraduate Chemistry Student Scientific Writing Through Peer Review

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# Improving undergraduate chemistry student scientific writing through peer review

Peer Review Form

Peer Review Form

Grading Guide for Student Papers

CHM 319: Spring Quarter, 2010

Title \_\_\_\_\_ Author \_\_\_\_\_

Level of presentation / Is the level of presentation appropriate for the scientifically-literate undergraduate audience?

Not appropriate     Very appropriate

Organization / Are the sections of the paper presented in logical order?

Not logically ordered     logically ordered

Clarity of expression / Is the paper clearly written?

Very unclear     Very clearly written

Coverage / Are the key topic points adequately discussed?

Poorly discussed     adequately discussed

Graphics / Are tables, figures and illustrations well-chosen and well-presented?

Poorly done     Well-done

Bibliography / Are the references subject-appropriate, timely, and authoritative (Peer-reviewed journal articles preferred)?

Not good     Excellent

Format / Does the format (headings, paragraphing, etc.) follow the model journal?

Poor use of model     Excellent use of model

Technical Details Checklist

Appropriate title
Uses template and follows style described in Term Paper Reminders
Abstract or "teaser line" as appropriate
Body of paper is 3-4 typed pages, double-spaced, 12-point Times New Roman
Bibliography of at least 6 sources; at least 4 sources are scholarly journals or books
1-2 pages of appropriate figures and tables with appropriate titles (minimum one of each, unless waived by FS)
First and last pages of an article from the model journal attached, with DOI highlighted or included, if available
Audience description for the model journal
References in proper format for model journal

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Wright State University's Chemical Literature and Composition course is team-taught by a Chemistry Professor and the Chemistry Librarian. Course requirements include writing a research paper. Many of our undergraduate students come to us with a very limited understanding of the process of writing scientific literature. To improve the students' writing quality and their familiarity with scientific journal literature, we have invited a University Writing Instructor to collaborate with us in teaching the students to use peer review. Each student reviews two other students' papers and receives reviews from two fellow students. Incorporating this peer review process into an already crowded syllabus has been challenging but we have done this for three terms and see value in continuing it.

Head east on Colonel Glenn Hwy toward University Blvd  
Fingerprint analysis is a crucial factor in solving crime.

Technical Details Checklist

Term Paper Technical Details Checklist

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First and last pages of an article from the model journal attached, with DOI highlighted or included, if available
Audience description for the model journal
References in proper format for model journal

To be applied by peer reviewers and to Final Draft

Academic level grammar and spelling
Abbreviations identified at the first use

Writing Across the Curriculum Support



- Student engagement
- Easier grading
- Better instruction
- Better papers ? Maybe!
- Journal literature emphasis

Presenter: Mary Lou Baker Jones

All Sciences Poster Session  
2010 SLA Annual Conference