

Paper Assignments and Peerceptiv in ASTR/PHYS 109

Writing your papers, submitting them, and doing the rest of the stages in Peerceptiv

This document has 5 sections. They are

1. Introduction and Getting Technical Help
2. Assignment Workflow and Getting Help Writing Better Papers
3. Grading
4. Misgrades/Regrades and Revisions/Restarting
5. Examples of Good Papers, Reviews and Feedback Feedback

1. Introduction and Getting Technical Help

One of the primary goals of this course is to be able to effectively communicate the answers to important scientific questions to a lay audience. Since employers often identify communication skills as the most important characteristics of a prospective employee immediately following graduation from college we want you to have practiced the methods that the people in the real world have that make them successful. In particular, this means writing drafts of your paper, giving feedback to others on their writing, incorporating feedback into your own writing and iterating the text until it is excellent. Learning to write well requires regular practice and feedback. The Paper Assignments and the computer assignment procedures we will use are designed to achieve both goals. Since the particular type of writing in this class may be new to you, Section 5.1 in this document contains an example paper outline for your use.

In this class, we will be using a web-based program in eCampus, called *Peerceptiv*¹. With it you'll get regular practice and feedback, even in our large class; at the same time you will gain the critical evaluation and iteration skills that employers want. A quick link on how to navigate within eCampus to do Peerceptiv stuff can be found at

http://people.physics.tamu.edu/toback/109/WritingAssignments/Peerceptiv_HowTo.mov

There are three stages to each assignment:

- 1) *Writing Stage (Submit to Peerceptiv AND to TurnItIn)*
- 2) *Review Stage* and
- 3) *Feedback Stage*.

Each is described in the next sections. There are some important notes:

- Your grade is determined by the Writing Stage score, but you only get that score if you pass the Reviewer and Feedback stages.

¹ Some people in the class may have already used Peerceptiv in others classes. If you have, be aware that we are using the version known as the Asynchronous Version, which debuted in spring 2020

- You will have to enter the system at least twice (well separated in time). The first time you enter it you should submit your text and do your 3 Reviews². Unfortunately, you have to wait for others to review your text. Since Reviewers are assigned by giving priority to the submissions with the fewest Reviews it can take some time to get your third Review. If you get a Review, you should finish it quickly and excellently.
- If you do not pass the Review phase, Peerceptiv will make you keep working on it until you Pass.
- There are *Bonus Points for students who do all the parts of the assignment quickly as other students are counting on you to do your part of the assignment.*
- We will allow Revisions to help you improve your grades, but you will need to re-do all three stages of the assignment if you choose this option. You must complete and pass all the stages of the previous assignment before this option is available. The assumptions here are that you finish what others need from you, and you use the comments from the previous iteration to make your paper better.
- There is an option for doing a Rough Draft Assignment, as discussed below so you can get feedback before submitting your Final Draft.

1.1 Getting Technical Help

- Having trouble navigating Peerceptiv, go to http://people.physics.tamu.edu/toback/109/WritingAssignments/Peerceptiv_HowTo.mov
- Having trouble with eCampus or Peerceptiv, go to <http://people.physics.tamu.edu/toback/109/eCampusTechnicalProblems.shtml>
- Having trouble with TurnItIn? Go to <http://people.physics.tamu.edu/toback/109/WritingAssignments/InstructionsforTurnitin.shtml>

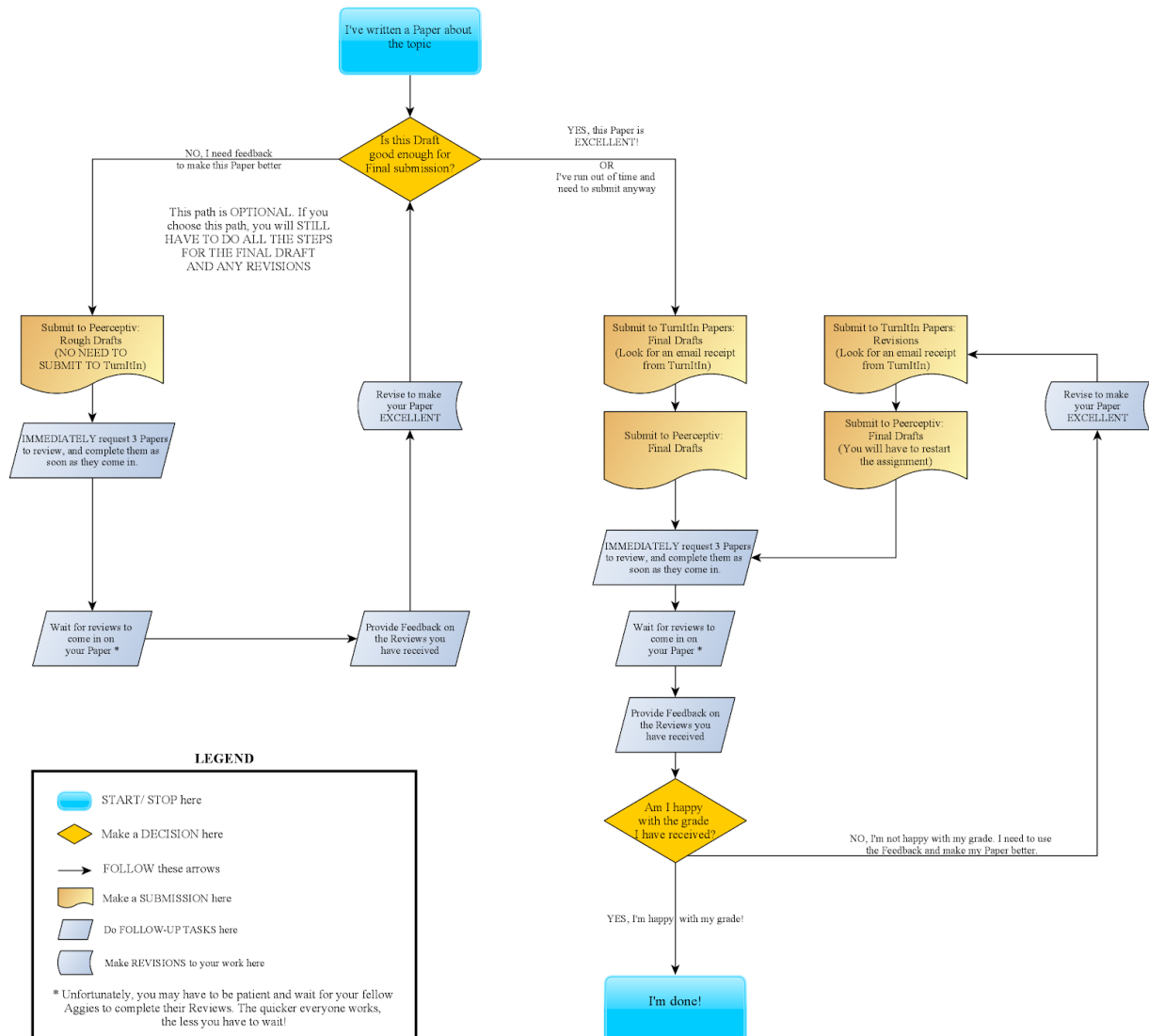
² There is a small chance that there aren't 3 Papers for you to Review yet. For example, if you are the first person to submit. If this happens submit all the Reviews you can do in a single sitting and come back again in a little bit. If you don't get another Review soon send an email to 109GeneralHelp@physics.tamu.edu and we'll see if there is a system glitch.

2. Assignment Workflow and Getting Help Writing Better Papers

There are a total of four papers that will be assigned throughout the semester, and you will need at least two sittings to complete all the stages of the assignment in Peerceptiv as others in the class are involved. The flowchart below summarizes all the steps, and we give more detail on the Writing Stage in Section 2.1, the Review Stage in Section 2.2 and the Feedback Stage in 2.3. Section 2.4 has additional details if you want to do an optional Rough Draft to get feedback before submitting your Paper for a grade. Section 2.5 describes the Bonus Points available to you if you do the Feedbacks promptly, and Section 2.6 has more information if you run into technical difficulties, for example your paper times out.

Two Notes before beginning:

1. *You need to do all 3 Reviews in Peerceptiv right after submitting your paper. More on this below*
2. *For your Final Paper, and any Revision, you will need to submit a copy of your paper to TurnItIn. Not doing so may cause eCampus to not release End-of-Chapter quizzes for you. This is not required for Rough Drafts*



2.1 Writing Stage

Within eCampus you will see the folder for Peerceptiv assignments. Within that there is a Rough Drafts Folder and a Final Drafts folder. Doing a Rough Draft is optional. Within each folder is a link to each of the papers. For each paper there will be a description of the topic, along with important guideline information as well as helpful tips. *Be sure to read ALL of this information for specifics before beginning your paper.*

2.1.1 Important Notes about the Writing Stage

There are a number of things to note about the Writing Stage. Some things are required and some are optional for the Writing Stage.

1. You will be graded on just the quality of the Final Draft you submit to Peerceptiv, but only if you pass the Reviews and Feedbacks. If you submit a Revision, that grade will replace your original grade. More below.
2. A good example outline is given in Section 5.1 of this document.
3. **You will need to submit your Final Draft to both Peerceptiv and TurnItIn.** The Peerceptiv version will be graded for use in your final grade. The TurnItIn version will be checked for evidence of plagiarism. You do not need to submit your Paper to TurnItIn for submissions to the Rough Draft. More on this in Section 2.1.3
4. Do **NOT** put your name on your paper.
5. After you have submitted your document you should immediately request documents for Review, and do them quickly and excellently. More on this below.
6. If you want feedback on a draft of your paper, before submitting your paper to Peerceptiv, you may submit the Optional Rough Draft. However, you must submit it early by following the instructions in Section 2.1.2

2.1.2 Getting Help Writing a Better Paper/Submitting a Rough Draft for Feedback (Optional)

We have attempted to give you access to as many resources as possible as we believe that there are always ways to improve.

- We have tried to give some good writing tips at <http://people.physics.tamu.edu/toback/109/WritingAssignments/WritingTips.pdf>
- Since we believe getting feedback and iteratively improving your paper is really important *before* you submit your Final Draft, we have set things up so that you can take advantage of a separate Rough Draft assignment, dedicated to you giving and receiving feedback between your peers. This way they can tell you what THEY find unclear. More information on this can be found in Section 2.4.
- More information about the A&M Writing Center is at <http://writingcenter.tamu.edu>

2.1.3 Where to turn in your Paper/Plagiarism

- Any paper submitted to the Final Draft assignment (either your first attempt or any Revision) must be submitted into **both Peerceptiv and Turnitin**. TurnItIn is used to check for evidence of plagiarism. Both systems can be found in eCampus. For more information go to <http://faculty.physics.tamu.edu/toback/109/WritingAssignments/InstructionsforTurnitin.shtml>.

There are points penalties for not doing this part of the assignment, and not doing so may trigger eCampus to not release End of Chapter quizzes. More on how to turn in a Revision below.

- Plagiarism is taken VERY seriously in this class. We do not want to expel people from A&M but have in the past. We hope not to do it again. Our rules can be found at <http://faculty.physics.tamu.edu/toback/109/WritingAssignments/plagiarism.shtml>
- If you use the Rough Draft assignment in Peerceptiv, you do not need to submit to TurnItIn. On the other hand, if you use the same paper for the Rough Draft and the Final Draft you must submit that to TurnItIn, even if they are identical. If you submit a Revision for the same assignment, that will need to go into the TurnItIn Revision Folder for the same assignment since the system doesn't know if it has changed or not.

2.2 Review Stage

The Review Stage starts as soon as you request a text to Review — *and you should request your first paper Review as soon as you submit your own text*³. The request will provide you with the text of one of your peers and you will be asked to evaluate the quality of their submission. Please complete the reviews *as soon as possible*. If you need an extension, let us know.

The comments and numeric grades you give are designed to do two things

1. Give a fair assessment of the paper
2. Help the author understand how to do better if they choose to do a Revision

For the comments part you are trying to be **helpful** to the author you are reviewing. You want to both explain why you picked your scores, as well as give helpful thoughts on how they can make their paper better. Some good and bad examples are given in Section 5.2 of this document.

In some ways Reviewing is difficult, and in some ways it is much easier than it sounds as we have worked hard to simplify the process. When you get your first paper to review you will carefully read and critique the paper, and then do two separate review stages:

1. *Where you comment*: This is your written review, should be at least a paragraph. While it can be more it does not need to be. Make specific comments both on what the paper did well and what it didn't do well. Also include helpful suggestions on how to make it better.
2. *Where you give numeric scores*: This is where you will be given a menu to enter in your numeric assessment of how well the writer completed each of the tasks, along with the standards for evaluation. Specifically, you will be asked to rate the Paper on a given set of questions (called dimensions) by indicating on a scale from 1-7 for each question indicating how well it meets the criteria. In all cases 7 is best and 1 is worst. *Use the standards given, not your personal standards*. Be VERY careful about giving all 7's as part of your Review. The system is specifically on the lookout for evidence that you did your Review too quickly or not carefully enough. If it finds such evidence, you will be given a failing grade. If you are going to give all 7's explain carefully and in detail why you did so.

³Again, there is the possibility there might not be one available for you to Review. If this happens, you will be sent an email when one is ready, or you can come back and look again soon. If you don't get one within 24 hours you should send an email to 109GeneralHelp@physics.tamu.edu.

2.2.1 Technical Details of the Review Stage: How the System Decides if you Pass

Some things to note:

1. Since the system has you start with written comments, it will seem weird that you are asked about what value you will give in the later section. It may help to open the number entering stage, and then come back to the text of your comments. To do this you have to enter SOMETHING into the comment box (in principle, you can put in a single letter and come back to it later, but you do need to put in SOMETHING). Some people find it easier to do the second stage first. That's just fine. Just don't let it sit as the system can lose connection.
2. Whatever you choose, we encourage you to go back and revise both until the combined set of parts are excellent.
3. Note that you can edit your Review multiple times before submitting, but you cannot go back and edit a Review after it has been submitted.

In order to pass the Review phase you will need to complete *three Reviews with a passing score*. You will do them one at a time and the option to open the next one will open when you have completed working on it. Some notes:

- Take the time you need to do this carefully - whether you pass this stage will depend on how accurate your review is. You should be using the standards given in the class, not your own personal standards. Don't "help" people by giving them grades that are too high (or "raise the standards of the class" by giving them low grades to help them write better). If you do that, you will be flagged as an "unfair grader", your Reviews will be mostly ignored and you will fail this portion of the assignment.
- All reviews are done anonymously, so be sure to leave honest feedback that is both constructive and helpful to the writer so that if they do a Revision they will get a better grade.

2.3 Feedback Stage

The Feedback Stage begins after others have Reviewed your paper. We describe two different parts:

1. What you will be doing, and
2. How quickly you need to do it.

Three notes before we begin:

1. If you get a Review, you should finish your Feedback quickly and submit it. If you submit your feedback tasks within 72 hours of a review becoming available, you will get a 5% bonus (assuming you also completed your Reviews with 72 hours of paper submission).
2. Reviews for you to give Feedback often don't come quickly. Unfortunately, this can be the most frustrating part of the assignment as you wait for your Reviews to come in. As mentioned above, since Reviewers are assigned by giving priority to the submissions with the fewest Reviews it can take many days to get your third Review. You may see this page until you get it. Don't be alarmed. *We will NOT let receiving late Reviews affect your grade.* If you have waited 72 hours

and still don't have a Review, email 109GeneralHelp@physics.tamu.edu. *If all else fails we will grade your paper by hand. We WILL get you a grade*

Paper 1: Evidence for Dark Matter	
Task Completion	×
Reviewing Quality	N/A
Overall Threshold	N/A

Overall Results
0/3 Thresholds Met. Requirements Not Completed.

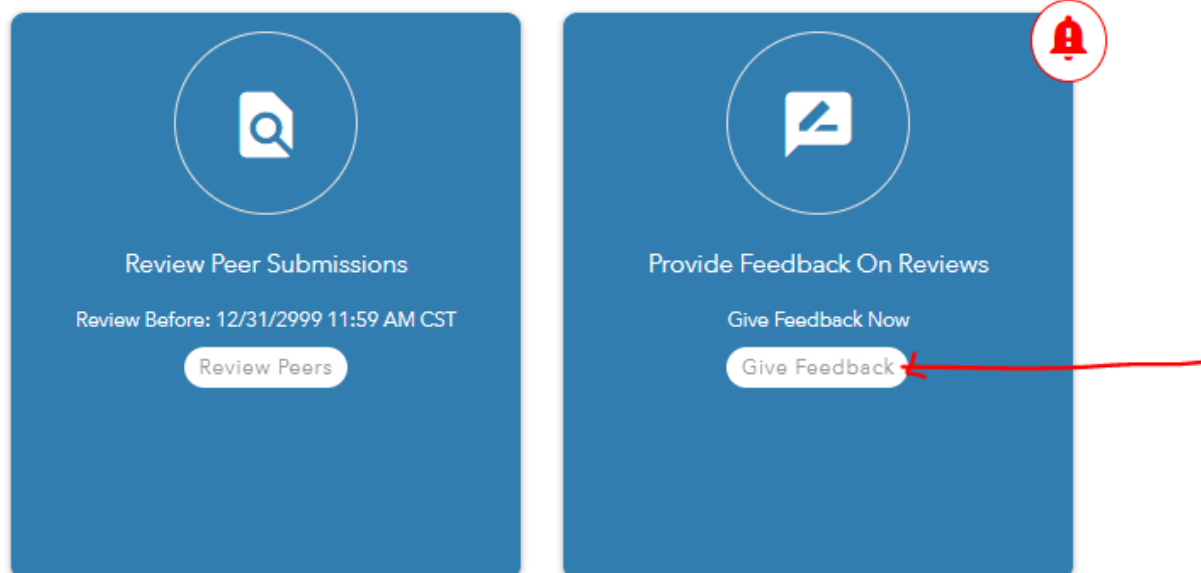
3. If you see the screen above saying you have not met any thresholds, email 109GeneralHelp@physics.tamu.edu to have the assignment re-opened for you. Do NOT click on the "Restart Assignment" button as that will only mean you will have to submit your paper again, and you will have to wait for three Reviews, and there are now fewer people available to do Reviews.

2.3.1 How to complete the Feedback Stage

In the Feedback Stage you will give feedback to your reviewers. Specifically, when you go into Peerceptiv, you will be asked some specific questions and asked to describe how HELPFUL you thought of the reviews you were given on your paper were. This is designed so that the Reviewer (you in the previous section) can see how helpful *their* reviews were. This will help them give better comments next time (which will help them improve their grades). You are NOT giving a score based on whether you AGREE with their scores.

To do your Feedback, click on the "Give Feedback" button

Complete Now



Some notes:

1. Remember, you are NOT being asked whether you *agree* with the comments in the Review. Regardless of whether you agree this is your time to provide feedback on how *constructive/helpful* it is for doing a Revision. You are *not* to give bad grades based on whether you disagree with them, or if they give you a low score. In fact, you will only know the scores they gave you if they include it in the comments. If you disagree with their scores, that is to be taken up separately with the instructors.
2. Some good and bad examples are given in Section 5.3 of this document.

2.3.2 When is the Feedback Due

On the one hand, since you can only provide Feedback after others have Reviewed your paper, you will not be able to do your entire assignment in a single sitting. In fact, they will most likely not all come at the same time. On the other hand, you must provide Feedback on all three Reviews in order to get a grade for the assignment. You will be notified when you have a review that is ready for feedback. If the feedback on each review is submitted within 72 hours, you will remain eligible for the 5% bonus. If the feedback for any of the reviews is submitted more than 72 hours after a review becomes available, you will not receive bonus points on this assignment.

Note: As soon as you open any single Review for Feedback, you should finish it and submit it in a single sitting so that the system doesn't lose connection.

Some examples will be helpful. Let's say one of your peers reviews your paper at 5:30 on Monday, you have until 5:30 on Thursday to provide your Feedback on that Review if you want the 5% bonus. And if another classmate reviews your paper on Tuesday at 6:30, you have until Friday at 6:30 to provide Feedback corresponding to that review if you want the 5% bonus points. To be clear, this does not mean

that all three feedback reviews must be completed within 72 hours of your paper's submission, but rather within 72 hours of each Review. This is why we encourage you, when it is your turn to be the Reviewer to promptly and excellently do your Reviews since your fellow students are counting on you, and cannot get a grade until you have completed your part.

2.4 Submitting a Rough Draft for Peer Review

As mentioned earlier, it is possible to submit a Rough Draft for peer review prior to submitting your Final Draft. We believe that both the writing/revising process as well as the review process are important steps in improving your writing. For this reason, we have included a separate area for you to submit and review Rough Drafts. This can be found in eCampus under **Home > Peerceptiv (Paper Rough Drafts and Paper Final Drafts) > Rough Drafts**.

Since there are many misconceptions about this assignment we make the following notes:

- For Rough Drafts you submit to Peerceptiv *only*. You *SHOULD NOT* submit to TurnItIn. There is no place to submit them, and you should not submit them to the Final Draft Folder or Revision Folder
- **IMPORTANT: IF YOU SUBMIT A ROUGH DRAFT, YOU ARE RESPONSIBLE FOR COMPLETING AND SUBMITTING 3 REVIEWS AS WELL AS DOING ALL THE FEEDBACKS.**
- *You should do your Reviews right after submission.* Your fellow classmates are depending on you to QUICKLY give them a Review on their paper, *just as you are depending on them to review yours.*
 - Most times, there will be papers available immediately, but sometimes you will need to wait to get a review. If this is the case, check back once a day to make sure you are not missing a review.
 - If you do not have a review within 24 hours, send an email to 109GeneralHelp@physics.tamu.edu
- The Final Draft is a completely different assignment. Your paper does not automatically get submitted from the Rough Draft folder to the Final Draft. This is true even if the assignment is perfect. The number of Reviews you do for the Rough Draft is independent of the number of Reviews you do for the Final Draft. The due date for the Final Draft does not change if you do not have Reviews on your rough draft.
 - These assignments are set to close the day before the Final Draft is due. If you are still looking for feedback after this point, you will need to just submit to the Final Draft and go through the full process. If you are unsatisfied with your score, you can take advantage of the revision process to improve your paper.

Like the Final Drafts, the Rough Draft process is made of three stages:

- **Writing Stage**

Since the Final Draft still needs to be turned in by the deadline, we recommend submitting your Rough Draft no more than 4 days prior to the Final Draft deadline to ensure that your peers have enough time to review your paper and still give you enough time to revise and submit on time.

- **Review Stage**

Unlike the Final Draft review stage, the Rough Draft rubric only has 3 grading levels for each question and focuses strongly on the written feedback. It is not enough to simply give a grade. You are required to explain why you are giving each grade and suggest ways to improve. The three grading levels are:

1. Missing/Incomplete/Other: Please explain in comments (be explicit)
2. It is there, but needs work: Please explain in comments (be helpful)
3. I believe this will score at least a 5: Please explain in comments (help them make it even better)

The final question is still out of 7 and you should score the paper overall like you would in the Final Draft. When commenting on this question, this is your opportunity to reiterate places where they missed points, or more importantly, things that may not be covered by the rubric, but will help them improve their writing.

- **Feedback Stage**

This stage is very similar to the Final Draft Feedback process (See Section 2.3 Feedback Stage for more detail). Remember, the reviews are supposed to be focused on the written feedback. Just giving numbers is not helpful. **AGAIN, IF YOU SUBMIT A ROUGH DRAFT, YOU ARE RESPONSIBLE FOR COMPLETING AND SUBMITTING 3 SETS OF FEEDBACK - ONE FOR EACH REVIEW.**

REMEMBER: The grade for your Rough Draft *does not count as part of your final grade*. This means when you submit a Final Draft, you will have to complete an *entirely new set* of Reviews and Feedback. With the Rough Draft, the goal is to be as helpful as possible. Don't worry about negatively affecting anyone's grade by your review. This is where we help each other. Just remember to keep it constructive and useful.

2.5 Bonus Points for finishing your Feedbacks Early

Finishing ALL the stages of your assignment means you will get a grade more quickly, but also means that others can finish their assignment on time. To encourage doing all the steps quickly we have added Bonus Points for people who complete all 3 reviewing tasks within 72 hours of submitting your paper AND providing Feedback on each review you receive within 72 hours. If you do both you will get a 5% bonus on the assignment. The total score that appears in eCampus cannot go above 100%, so you may not receive all 5 points if your score in Peerceptiv is above 95%. Again, to receive the bonus points (up to 5%), you must

1. Submit all 3 reviews within 72 hours of submitting your document and
2. Complete all 3 feedback tasks within 72 hours of them becoming available. For example, if one review is returned to you on Monday at 2:30 pm, you must provide feedback on that review before Thursday at 2:30 pm in order to not lose the bonus point opportunity. Ideally, you will get an email when it is ready, but there have been system glitches in the past. Since "not knowing

there was a Review ready for Feedback” can’t be used as an excuse, we encourage you to check Peerceptiv each day for new reviews.

2.6 What to do if your Assignment Times Out

If your Assignment times out you will see the results screen below and you need to contact 109GeneralHelp@physics.tamu.edu. Peerceptiv will have to re-open it for you. Again, do NOT click on the “Restart Assignment” button unless specifically instructed to do so. That is only if you want to do a Revision.

If your assignment has timed out you will see the following:

Paper 1: Evidence for Dark Matter	
Task Completion	✘
Reviewing Quality	N/A
Overall Threshold	N/A

Overall Results
0/3 Thresholds Met. Requirements Not Completed.

3. Grading

The big picture is that you only get your grade based on the text portion, but you are required to pass both the Review and Feedback Stages. We note at the outset that your score for the paper will only show up in the eCampus gradebook, and the information in the Peerceptiv system is designed only to give some of the details. The system does not grade right away. It may take a couple of hours for your grade to show up in the gradebook. Longer if you are one of the first stents.

Since we are doing more than just writing papers, the grade is based on more than just the text of the paper itself. Since it's a little sophisticated, it is worth describing it, and then we will give you instructions about what to do if you think you were misgraded and/or want a re-grade. Note that all the portions are curved so it's not as easy as you'd like to understand how your grade is calculated.

3.1 Understanding the Peerceptiv Information

Peerceptiv gives grades based on the peer scorings of your paper, but only if you pass the Review and Feedback stages. The first screen shot shows how to get your information for each assignment. Here you simply click on the "View Assignment" button


Course Settings

Big Bang Asynch
Class Code: among60
Semester: Fall 2019
Meeting Days: Mon-Wed
Discipline: Phys
Allow Review without Upload: No

Assignment Name	Completion	Due Dates	
Asynch test, Draft #1	Document Submitted	12/04/2019	View Assignment
Regular/Individual Submission	All Reviews Complete	N/A	
All Deadlines At: 11:59 PM, CST	Back-Evals Complete	N/A	

After that you will come to the following screen where you will click on "View Results".


Complete Now



Review Peer Submissions

Review Before: 08/04/2020 16:08 PM

[Review Peers](#)



View Results

Assignment Results Now Available

[View Results](#)

When you do so, you will then get a screen that looks like this:

The screenshot displays the results for an 'Asynch test'. It is divided into three main sections:

- Task Completion:** A table with three rows: 'Task Completion' (checked), 'Reviewing Quality' (checked), and 'Overall Threshold' (checked).
- Overall Results:** A central box with the text 'Successfully Completed Assignment!' in green.
- Grade Details:** Two side-by-side tables labeled 'test'. Each table lists scores from 7-7 down to 1-1. In the left table, the 7-7 score is highlighted in blue. In the right table, the 6-6 score is highlighted in blue.

The top part indicates that you have completed the assignment, and in this case that the student passed the Reviews and Feedback stages. Since, in this assignment, there were only two rubric questions, only two scores are shown. The blue region shows the average of the weighted Reviewer scores (their scores, weighted by how good a Reviewer they are), but rounded to the nearest integer score.

Again, your grade (which takes into account the non-rounded numbers) is given in the eCampus grade book. The grades can also change as we fix papers that were incorrectly reviewed (which can affect a Reviewer's weighting).

3.1.1 Comments on the Task Completion Check Box

This one is simple. You get a check if you have *submitted* your paper, done three Reviews and done three Feedback submissions.

3.1.2 Comments on the Reviewing Quality Check Box

In order to meet the Reviewing Quality Check Box, you need to pass both parts of Reviewing you did. This means 1) your ratings need to be as accurate as possible and 2) your comments need to be as helpful as possible. If your ratings are generally accurate (i.e., similar to what your instructor would assign) and

your comments are helpful based on the feedback, you will meet this threshold. While we wish we could be more specific, unfortunately, there is a LOT of detail and calculations that go on behind the scenes to determine whether your Reviewing Quality was above the threshold to pass. Luckily, if you don't pass you simply will be given more Reviews to do and sent an email to do them as soon as possible. If you do them and pass within the 72 hours of receiving the email you can pass the assignment.

3.1.3 Comments on Overall Threshold Check Box

This is the overall decision about whether you have passed the assignment. A check in the above two boxes will produce a check here. An X in either will produce an X here.

3.2 Regrades and Revisions

If you are unhappy with your grade, there are two things to know. The first is that if you feel you were graded unfairly on any part, you are encouraged to send us an email explaining your case. More on how to submit a request for regrades can be found in Section 4.1 of this document. The second is that if you just didn't do well on the paper, and want to do better, you are encouraged to submit a revision of your paper (incorporating the feedback you got on the original). More on that in Section 4.2. Please read the full set of instructions before submitting a Revision/Restarting Assignment.

3.3 Late Assignments

The system is designed to be asynchronous in that you are allowed to move as quickly as you like in principle (assuming others have done their work so you can do yours), but does require you to do your Reviews and Feedback in a timely manner.

4. Misgrades/Regrades and Revisions/Restarting

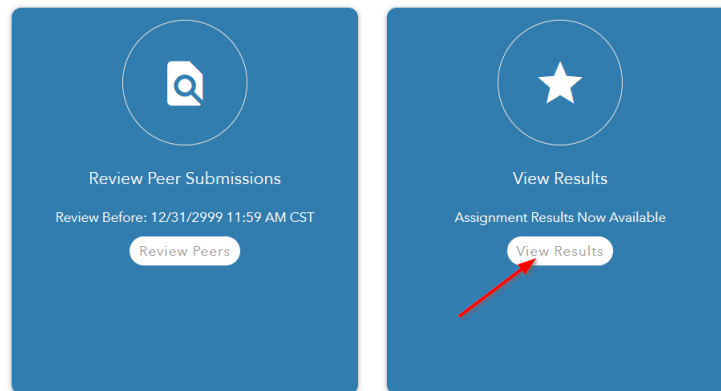
It is very important to us that everyone gets the grade they deserve. If you believe you were misgraded, please help us help you by sending an email to 109GeneralHelp@physics.tamu.edu with the information below. With that we will Regrade your paper by hand. If you simply didn't get the grade you would like, and want to do better, you can submit a Revision at any time following the instructions below. Using the language of Peerceptiv you will Restart the assignment. Please read ALL the instructions before clicking on the Restart Assignment button.

4.1 Misgraded Papers and Getting a TA Regrade

Send the following information in an email to 109GeneralHelp@physics.tamu.edu using the example format:

- Basic information:
 - Which Paper number?
 - Give us the scores the reviewers gave and the feedback they provided. This can be found in the Assignment Overview screen, and click on "View Results".

Complete Now



- Note that you will only be given an average of the Peer Review Average (which takes into account the scores from each Reviewer, as well as how good a Reviewer they are, and rounded).

The screenshot displays a peer review interface with the following components:

- Received Comment #1:** A comment praising the paper's structure and evidence, with a note to repeat evidence for clarity.
- Received Comment #2:** A comment suggesting the inclusion of a paragraph at the end of the paper to summarize the main points.
- Received Comment #3:** A comment noting minor grammar mistakes.
- General - Question 1 Rubric:** A vertical list of ratings from 7 (Excellent) to 4 (Fair). The '6 - Very Good' rating is highlighted in blue.
- Paper 1 - Question 2 Rubric:** A vertical list of ratings from 7 (Excellent) to 4 (Fair). The '6 - Very Good' rating is highlighted in blue.
- Annotations:** Two red boxes with arrows pointing to the rubric rows. The first box says "You will see the written comments here." and the second box says "Look below for your average ratings. The row highlighted in blue is the average rating your document received."

- Your concern:
 - What was the problem? Examples include: specific Rubric numbers and average review scores that you disagree with, or Feedback helpfulness scores you disagree with.
 - For each rubric question you disagree with, tell us WHY you disagree, and point to specific examples and quotes from your paper as evidence to support your claim. To get to what the actual Rubric questions are, go to the Assignment Overview screen, and click on the Rubric tab.
 - For your Feedback helpfulness scores, go to the Assignment Overview screen, and click on the Compare Reviews button. To see the comments on why you got that helpfulness score, click on the “View Reviews by You and Others” button.

4.1.1 Example Paper Regrade Request

Here is a draft of an excellent email to send for a Paper Regrade Request:

I am requesting a regrade for Paper 1 on the Evidence for Dark Matter

For Rubric #10: I got an average Reviewer Score of a 1/7. Reviewers 2 and 3 both said I never explained what dark matter is. While I agree it is not as clear as it could have been, it is definitely defined and I believe the grading to be too harsh. Here's what I wrote in paragraph 3. [Quote]

For Rubric #13: I got an average Reviewer score of a 3/7 which surprised me because Reviewers 1 and 3 said I did a good job of describing how the planets orbit the Sun, but Reviewer 2 said I didn't mention it at all. I definitely mentioned it. Here's what I wrote in paragraph 2. [Quote]

4.2 Submitting a Revision Using the Restart Assignment Option in Peerceptiv

You can do a Revision of your Assignment by clicking on the Restart Assignment button under View Results. We note that we accept and encourage timely revisions of the text at *any time after* you have completed/passed the original assignment. To do so, use the following steps:

1. *Before submitting a Revision/Clicking on the Restart Assignment Button:*
 - a. Use the feedback in Peerceptiv to improve your paper. This can be found in the Assignment Overview screen, and click on "View Reviews on your Doc". Note that you will only be given an average of the Peer Review Average (which takes into account the scores from each Reviewer, as well as how good a Reviewer they are, and rounded).
 - b. Make a copy of your paper, feedback and scores because as soon as you resubmit your previous work will be deleted.
2. *Submitting your Revision:* The procedure is to go into your Peerceptiv assignment and click **View Results**. When you have done that scroll to the bottom of the page and click **Restart Assignment**. You will then submit your revised document
3. *Other things to remember:*
 - a. You will need to do a full set of Reviews and Feedback as if you were starting the assignment from the very beginning.
 - b. You will ALSO need to submit to *TurnItIn* (there is a separate Revision place for each paper)

Note: You should NOT Restart Assignment just because you don't have three Reviews to give Feedback.

General - Question 19	General - Question 20
7 - Excellent: The conclusion is well rounded and relates each piece of evidence back to the original argument	7 - Excellent
6 - Very Good	6 - Very Good
5 - Good: The conclusion is sufficient	5 - Good
4 - Fair	4 - Fair
3 - Poor: The conclusion does not tie back to the original argument	3 - Poor
2 - Very Poor	2 - Very Poor
1 - Missing/Incomplete/Other	1 - Missing/Incomplete/Other

Restart Assignment

5. Examples of Good Papers, Reviews and Feedback

Here we provide an example outline for papers (Section 5.1), good and bad examples of feedback to leave during the Review Stage (Section 5.2) and good and bad examples of feedback to leave during the Feedback Stage (Section 5.3)

5.1 Example Document Outline:

Each paper should be about 2 pages long, double spaced. This is about ~600 words (anywhere between 450 and 1,000 is fine). You should be answering the paper topic question to someone who isn't taking the class (no jargon). No citations! Use your own words (do not cite the book or anything else) and be careful not to use phrases from the book (TurnItIn will notice those). Only use information from the book; no extra information from the web should be added. The text should be professional. You are a "trusted guide," not a "buddy" or "comedian." We don't need history, or want history. Just the evidence. Make sure you don't have your name on your paper.

There are many ways to write a good paper for this class. Unfortunately, there are even more ways to write a bad one so we are requiring you to use a specific format that we know works. You will be graded on your ability to follow the required structure for the papers. Let's say the topic is "What is the evidence for the Big Bang?" A typical 2 page paper would have 5 or 6 paragraphs. Let's do an example with 5.

- Paragraph 1: Introduction
 - This is like the opening statements from a lawyer in a trial court case.
 - Include a topic sentence making it clear what question you are answering. For example, be explicit that you are providing evidence that the universe started with a Big Bang.
 - Make sure you outline the pieces of evidence and other talking points mentioned in the Peerceptiv prompt, and give a sense of how these pieces of evidence will tie together. For example, "There are three primary pieces of evidence for the big bang theory. They are Reason 1, Reason 2 and Reason 3."
- Paragraph 2: Reason/Talking Point 1
 - The evidence paragraphs are like the main part of the trial where you show data, interview witnesses or experts.
 - The topic sentence should say what reason 1 is, and the rest of the paragraph should explain more about Reason 1 and why it is important. Said differently, the paragraph should explain HOW it provides evidence.
 - One of the questions people ask is "Am I giving too much detail here?" That's a good question. If you were reading the paper to someone and they start to lose interest, that's a good sign you have too much detail. If they don't know WHY you are including the detail, then maybe it's too much detail or your introduction didn't make it clear why that detail is important.
- Paragraph 3: Reason/Talking Point 2
 - The topic sentence should say what Reason 2 is, and the rest of the paragraph should explain more about Reason 2, how it provides evidence and why it is important.
- Paragraph 4: Reason/Talking Point 3

- The topic sentence should say what Reason 3 is, and the rest of the paragraph should explain more about Reason 3, how it provides evidence and why it is important.
- Another good check, especially in this paragraph, is whether you are doing a “reveal” type of buildup for your conclusion. While this might be fun to write, or feel dramatic (and therefore potentially good or effective), for this paper it is a bad way to write. If your introduction is well written there should be no surprises.
- Paragraph 5: Conclusion
 - This paragraph is like the concluding arguments a lawyer might make in trial court case. This paragraph should summarize the pieces of evidence and the argument, and how they tie together to make a compelling argument and answer the question. Simply restating the evidence is almost never enough to be helpful.
 - The same comment about doing a “reveal”, as discussed above for Paragraph 4, is especially relevant here. There should be nothing surprising in the conclusion. If your reader says “ahh... now I see how it all ties together at a deeper level,” that’s a very good sign.

We want to be extra explicit: *Not each paper has three pieces of evidence/talking points or should have three middle paragraphs.* Additionally, you don't need to put 1 piece of evidence/talking point into each paragraph. However, the middle paragraphs need to be evidence/talking point paragraphs. The introduction will list the evidence/talking points to be discussed, and the conclusion will tie together the pieces of evidence/talking points. How many paragraphs are in-between them depends on how you tell the story.

5.2 Example Review Comments:

Reviews help highlight excellent parts of the paper and provide an outlet for constructive feedback for improvements. We next give some examples for both giving fair set of grading scores (according to the standards of the course) as well as written comments:

5.2.1: Notes on giving grading scores:

While each dimension question has its own criteria, your job is to balance two ideas in giving a numeric score 1) you are scoring for the main concept of the rubric question, 2) what specific things the rubric question is actually asking for. For example, some papers may not explicitly state the key point or may incorrectly incorporate the concept. However, this does not mean that the paper failed to incorporate that concept and they should receive a 1. Since the paper did attempt to include the relevant concept, you should use the full scale to say how well they did it. Some suggestions on how to grade in this case:

- 1 - if they did not mention something at all/did not attempt to mention it
- 2 - if you got the sense they attempted to mention it, but didn’t actually succeed
- 3 - if they extremely briefly mentioned something but did not elaborate or they explained something incorrectly to a point where it conflicted with the message they are trying to say
- 4 - if they explained it but inadequately
- 5 - if they explained it more or less adequately, but left out a key point or there is still some kind of hole in the argument

- 6 - if they explained it adequately (you can see all the essential parts are there) but may need to be a tiny bit clearer
- 7 - they explained it well, there are no holes in what they are saying

5.2.2: Example Text Review Comments:

While there is no one right way to give text reviews, what is most important is that they are HELPFUL. Almost as important is that for them to be well received is for you to be polite and courteous. All criticism should be CONSTRUCTIVE. Negative, destructive, aggressive, inappropriate or rude Reviews will not be tolerated, and we reserve the right to deduct points for them.

Good/Helpful Review: *“This paper was well outlined, and written in the correct formal style with no obvious grammatical errors. The only confusing part was that on gravitational lensing, and why gravity bends the light, and that is why we can see it. Dark matter doesn't really block out light, but rather the gravitational strength of dark matter bends space-time and the light travels around the galaxy along that curved path. The explanation of the orbital velocities of stars in the galaxy was very clear and showed a great understanding of general relativity.”*

Good/Helpful Review: *“The paper was very good. The introduction was very strong, it set up the paper perfectly by introducing us to information that we need to know at the start and it lets us know what the paper is going to be about. Paragraph 1 is good, it reinforces our understanding of gravity and explains why planets farther away rotate slower around the sun, while those closer rotate faster, it also introduces us to the first reason why we believe dark matter exists. Keep in mind that you are scoring for the main concept mentioned in the rubric question and not just for a particular detail that was specified.” Or, “Keep in mind that you are scoring for the main concept of the rubric question. Some papers may not explicitly state the key point or may incorrectly incorporate the concept. However, this does not mean that the paper failed to incorporate that concept and should receive a 1. This at least shows that the paper did attempt to include the relevant concept and should thus be graded so.” s. Paragraph two was good but it could have been made stronger by including that there are ways scientists are able to calculate just how much force is needed to make the stars on the outside rotate as fast as those closer, giving more reason to believe dark matter exists. Paragraph three is very strong, the example you used was very easy to picture in my head and it was very well explained. The conclusion is good, it reviews all the topics discussed in the paper and wraps them up all together to explain why we believe dark matter exists. Overall this was a very good paper.”*

Bad/Unhelpful Review: *“Overall I thought it was okay but it could have been clearer in some parts.”*

Bad/Unhelpful Review: *“I thought your paper was excellent.”*

5.3 Example Feedback Comments:

This is a way to provide feedback to the Reviewers to help them become better Reviewers in the future (and help them get better grades). If you thought a review really helped you understand how you could improve in the future, tell them! More importantly, give them 5 stars. On the other hand, if you don't understand some criticism, let them know how they could improve their comments in the future. While this might surprise you, this task is NOT about your paper, or whether you agree or disagree with their Review, this Feedback is about you providing information to the Reviewer on how helpful their Review was.

Some further comments are in order: If you disagree with the Review or the scores, you are allowed to politely say in your Feedback. More importantly, send an email to 109help and we will personally look at your scores and give you the grade you deserve. Similarly, if a Reviewer is rude, aggressive or otherwise inappropriate, it is equally inappropriate to respond in kind. Instead, we expect you to be kind in your words and appropriate in your feedback scoring, as well as to let the instructors know so we can stop it for the future. If you point us to the Reviews, we can figure out who it was. We understand the temptation to lash out at a Reviewer if you are unhappy with your scores, but part of growing up is politely responding in your Feedback. This is NOT an opportunity to retaliate. No matter what, all Feedback should be CONSTRUCTIVE. Negative, destructive, aggressive, inappropriate or rude Feedback will not be tolerated, and we reserve the right to deduct points for them.

Scoring Notes: Since it's useful to understand how many stars to give a reviewer we'll say a few words.

- *1 Star:* This is a low F and should be reserved for only the most egregiously bad review. They didn't read it. Said nothing of value. Even saying it was good (assuming it was) is helpful and means they tried a little.
- *2 Stars:* Giving 2 stars out of 5 is still the equivalent of giving an F. If they followed the instructions and actually gave feedback, then that's probably 3 stars.
- *3 Stars:* This is the equivalent of giving a C. If they followed the instructions and actually gave feedback, then that's probably at least 3 stars. If they did that, but it was the bare minimum, then this is 3 stars. If they put a lot of nitpicky stuff that doesn't mean their review was bad; remember they may have been trying to be helpful but it wasn't appreciated by you. Not everyone can give big picture criticism, especially if your paper was sound. They shouldn't be penalized for that.
- *4 Stars:* If their review, between the individual scores and the text they gave, clearly showed they read carefully and thought critically about your paper that's probably 4 or more stars.
- *5 Stars:* Ideally a Reviewer will give you some helpful criticism so that if you decided to submit a Revision their comments would help you make it better. This can include big picture and/or text, grammar etc. If they do so, they should get 5 stars. It's also important to remember that if you happened to submit an excellent paper, and they had nothing to add that doesn't mean they can't get a 5 star review.

Good/Helpful Feedback Text: *"I saw that I did use words that a lay-down person wouldn't understand or comprehend. This was useful because it helps me understand what words to take out and shows me what phrases I used that was difficult to understand. I'll make sure to add more detail towards the gravity portion of evidence. Thank you!"*

Good/Helpful Feedback Text: *"I think I see what you're saying here, but your review was a little hard to understand in this regard. If you said it more like XXX, it would be more helpful."*

Good/Helpful Feedback Text: *"Extremely helpful, breaking down each part of my paper and giving feedback for each of those parts is exactly the kind of review I was wanting."*

Good/Helpful FeedbackText: *"I appreciate the review and you have good points. I may suggest trying to use more constructive criticism as well."*

Bad/Unhelpful Feedback Text: *"I didn't understand this review"* Make sure you tell the reviewer how to improve.

Bad/Unhelpful Feedback Text: *"thanks"*

Bad/Unhelpful Feedback Text: *"This reviewer suffers from an inability to understand the colon and how it is used. This understanding will be critical for this person to correctly evaluate grammar and sentence structure in the future. Other than that, I felt as though he/she was too harsh on my ability to relate my evidence. Was it perfect? No. But it was pretty good in my estimation."*

Bad/Unhelpful Feedback Text: *"First of all, the description of general relativity is supposed to be surface level. This is because the paper is about dark matter, not gravity. The readers need to only know what you call "surface" for the purpose of this paper: Second, the final paragraph was not one of the points outlined in the instructions, because it is something we like to call "conclusion". Note the instructions did not forbid the writers to use a paragraph to conclude a paper. The point of this paragraph, in case you somehow missed it, is to conclude this paper. I'm not sure how much clearer the writer could have made it. Lastly, the accusation of choppy grammar needs a little bit of support. Where and how the writer could have improved?"*