Trinity University Digital Commons @ Trinity

Information Literacy Resources for Curriculum Development

Information Literacy Committee

Fall 2008

The Peer Review

Jennifer Rowe
Trinity University, jrowe@trinity.edu

Follow this and additional works at: https://digitalcommons.trinity.edu/infolit_grantdocs

Repository Citation

Rowe, Jennifer, "The Peer Review" (2008). *Information Literacy Resources for Curriculum Development.* 94. https://digitalcommons.trinity.edu/infolit_grantdocs/94

This Instructional Material is brought to you for free and open access by the Information Literacy Committee at Digital Commons @ Trinity. It has been accepted for inclusion in Information Literacy Resources for Curriculum Development by an authorized administrator of Digital Commons @ Trinity. For more information, please contact jcostanz@trinity.edu.

Sample Assignment: The Peer Review

Brief Description and Goal: This assignment asks the students to mimic the academic peer review process in order to help them better understand the rigorous selection process an academic article must go through in order to be published. My hope is that they will be able to determine for themselves why academic journals are generally more reliable than popular magazines or websites as research sources.

Details of the Assignment: After the students have completed their final research papers, I will copy and redistribute the papers to the class so that everyone has a paper other than his or her own. Students will be asked to complete the following tasks:

- (1) Review the bibliography for MLA formatting and correct any mistakes directly on the paper.
- (2) Use the information provided on the bibliography to access and review five of the author's sources.
- (3) Create an annotated bibliography for the five chosen sources. Through this process, the student will become an "expert" on the topic of the paper.
- (4) Write a three page, double-spaced evaluation of the paper under review that addresses (1) the strength of the author's argument (2) the quality of the paper's sources (3) and the extent to which the essay under consideration fairly and adequately represents the cited information (For this last point, the students might consider questions such as: Do the quotes and paraphrases adequately represent the original author's argument? Might a reader misconstrue his or her point because of the way your peer has chosen to quote or paraphrase his argument?)