**Cat. 1 Assignment: Working with Peer Reviewed/ Refereed Sources**

**Some notes:**

*This details a project meant to cover several weeks. I use it as a first writing project for the course. The length depends upon how often the class meets, how much work the instructor feels comfortable assigning per week and what will best serve the students.*

*The following are outcomes for the assignment. Though I prefer to let students discover they have covered all these at the end through a discussion or a reflective in-class writing, students could be made aware of them early. I do provide some of them. Students will:*

1. *Practice locating peer reviewed/ refereed sources for their discipline*
2. *Recognize how such sources are different than those not reviewed/ refereed*
3. *Understand (at least begin to understand) why such sources are considered more credible and begin building skills for evaluating sources in their discipline*
4. *Identify audience, purpose and conventions for writing in their discipline*
5. *Identify research inquiry common to their discipline*
6. *Practice writing summaries*
7. *Practice writing a comparison/ contrast*
8. *Practice constructing reference lists meeting requirements of their discipline*

*I am also including my schedule and lesson topics for class days. I used the Fall 2015 calendar for it. I usually teach a TTH schedule, but I could modify it easily for a MWF schedule. I have students submit all assignments on Bb. Most assignments are due on Sundays by midnight. That way, I can devote the Thursday prior the due date to meeting with students in the classroom for revision. I usually do peer revision and allow those who want my input to come see me. Sometimes, for longer projects, I will ask everyone submit rough draft on Bb or bring in their introduction or an outline.*

**Lesson Schedule/ Ideas for Working with Peer Reviewed/ Refereed Sources**

**Thursday 9/3/2015 – Goal 1**

* Either have students bring in a short, informal journal entry, or have them do a quick prewriting, about how they researched the last time they needed to do so for writing. Have students share with class. (You could just ask this, but some students like to have time to process before they speak.)
* Have them use whatever device they have to look up “peer-reviewed journal” and “refereed journal.” *Ask: Is there any difference? No, so let’s develop a solid definition together.*
* *Ask: If you were reviewing articles/essays, what would you say they need?* (Come up with list – Could even do this in groups) More than likely, students will talk about stylistic elements, content, organization, etc.
* *Ask: Is this how you think “experts” in the disciplines judge writing when they review submissions for journal articles? How do these experts “evaluate” each other? Where do they come up with the criteria?*
* Introduce project – I usually give an overview, then focus on their first goal (the first part due).

**Tuesday 9/8/2015 –**

* *Ask if anyone has found their 3 journals. If yes, ask them to explain how they found them.*
* Demonstrate 2 ways to locate peer reviewed journals (library website and Google).
* Use 3 journals from your area – I picked 2 specific to what I teach and 1 for secondary education:
  + Research in the Teaching of English (show requirements and tips page)
  + College Composition and Communication
  + Higher Education Studies

Demonstrate how to find submission requirements and/or tips for writing for each journal.

* Allow students to begin work in class, if time permits. Assist as needed.

**Thursday 9/10/2015 –**

* Require students have 3 journals selected and worksheet completed for at least one source. If they are industrious, they may already have their paragraph(s) written. You could require worksheet completed for all sources. (I would)
* Ask students to get in their groups (my classes keep same groups all semester) and share their sources. They should compare worksheets and note any similarities in requirements.
* Answer questions. Help students begin composing or revising as needed.
* If you have not shown students your preferred format, how to use Microsoft Word or anything like that, do that today.

**Sunday 9/13/2015 – Goal 1 due by midnight**

**Tuesday 9/15/2015 – Goal 2**

* Demonstrate any methods you think might help students with creating a reference list: Easybib, Citation Builder, Word. Note they must always check to be sure it is correct. Show how to do this as well.
* Discuss summary. I usually read a brief essay together and compose a summary together, but whatever works.

**Thursday 9/17/2015 –**

* Students must bring in one summary and bibliographic entry.
* Post guidelines for summaries or questions for peer review. Have students get in their groups and peer review.
* Walk around and read every student’s summary and bibliographic entry. Offer suggestions for revision.
* Post links to a source found online or in a non-refereed journal (or both) and an article from a peer reviewed source. I recommend they all be on the same topic. (Could make copies and hand them out) Homework assignment due before class on Tuesday: Read the articles carefully. Take reading quiz.

**Sunday 9/20/2015 – Goal 2 due by midnight**

**Tuesday 9/22/2015 –**

* Just review to make sure everyone comprehended what they read.
* Discuss audience of each article read for class. Discuss purpose of each.
* *Ask: What are obvious differences?* Make chart on board.
* Guide students to notice things about mechanics, tone, vocabulary, evidence, etc.

**Thursday 9/24/2015 –**

*The writing for Goal 3 is informal as I see it. However, it could be into a more formal, essay-type assignment. This day is meant for peer review. It may be a short day, so you could possibly begin your next assignment.*

**Working with Peer Reviewed/ Refereed Sources Project**

Many times, professors or instructors ask students for specific types of sources. Why does everyone want “peer reviewed,” “refereed,” or “scholarly journal”? What makes them better? This project will allow you to get familiar with peer reviewed sources specific to your discipline.

While you and your groups will be discussing findings, you will complete the project alone.

This project will take us several weeks to complete. There are several components due throughout the project. The following is a schedule for the entire project:

|  |  |
| --- | --- |
| **Tuesday 9/8/2015** | Bring a Wi-Fi mobile device. |
| **Thursday 9/10/2015** | Bring completed Journal Worksheet to class |
| **Sunday 9/13/2015** | **Goal 1 Due on Bb by midnight** |
| **Tuesday 9/15/2015** | Bring paper and writing tool |
| **Thursday 9/17/2015** | Bring a bibliographic entry and summary for at least one article |
| **Sunday 9/20/2015** | **Goal 2 Due on Bb by midnight** |
| **Tuesday 9/22/2015** | Read articles posted on Bb |
| **Thursday 9/24/2015** | Bring rough draft (or prewriting materials to class) |
| **Sunday 9/27/2015** | **Goal 3 Due on Bb by midnight** |

**Working with Peer Reviewed/ Refereed Sources Project: Goal 1**

**Assignment and Worksheet**

Find most recent issues of 3 peer-reviewed journals for your field. They may be specific (pediatric nursing) or more general (nursing).

* Find requirements for submissions. Look for any tips offered. List them.
* Look at the contributors, the publication information and the editors. Note their credentials (degrees, titles, whatever is said about them in the blurb). What sort of credentials are required to work for the journal? What credentials are required to write an article for the journal? What credentials are required to review for the journal? List them.

Use this chart:

|  |  |  |
| --- | --- | --- |
| Journal 1: | Journal 2: | Journal 3: |
| 1.  2.  3.  4.  5.  6.  7.  8.  9.  10. | 1.  2.  3.  4.  5.  6.  7.  8.  9.  10. | 1.  2.  3.  4.  5.  6.  7.  8.  9.  10. |

What do these lists have in common? What is different? Write a short essay explaining what is required to publish an essay in a peer reviewed journal in your discipline? What can you say about their audience?

**Working with Peer Reviewed/ Refereed Sources Project: Goal 1**

**Assignment**

1. Select one article from each journal. Read them carefully.
2. Create a bibliographic entry for each in the preferred style of your discipline.
3. Write a one or two paragraph summary for each article. Include how they met the submission requirements of the journal.
4. Use the format shown in class.

**Working with Peer Reviewed/ Refereed Sources Project: Goal 1**

**Assignment**

1. Select an article about a topic in your discipline published in an online magazine or other publication meant for a general audience. Read it carefully.
2. Create a bibliographic entry for the source in the preferred style of your discipline.
3. Write a short essay comparing and contrasting this essay with the ones you used in Goal 2. In addition to publication requirements, consider things like vocabulary, organization, style, type of evidence, etc.