

Peer Review/Personal Review Checklist Paper 2

Both Prompts

General

- Do they use the terms/jargon of our course?
- Does the paper flow well? If you are peer reviewing someone else's paper, were you lost at any point? This is important feedback. If you were lost at any point, then the author was probably not clear enough.
 - o Clear, well-organized, and almost flawless. Uses space judiciously.
- Are there consistent in-text citations and a references page?
 - o All references and in-text citations follow a consistent style guide.
- Does the author ever speak in passive voice?
- NO PARAGRAPHS LONGER THAN $\frac{3}{4}$ OF A PAGE!
- No contractions in formal writing!
- IS IT A WORD DOCUMENT? YOU MUST SUBMIT AS A WORD DOCUMENT OR YOU WILL LOSE POINTS!

Specific

- Is there a thesis statement on the first page? Is it one (preferable) to two sentences?
 - o A thesis statement should always outline the general argument or give the reader an overview of what to expect in the paper. In this thesis statement I want you to tell me what you are doing in part A and then what you are doing in part B
 - o For Topic 1, this means mentioning the authors you are comparing/contrasting in part A and then stating your hypothesis that you will discuss in part B
 - o For Topic 2, this means mentioning the (two)¹ ads you will be describing/analyzing in part A and then stating your hypothesis that you will discuss in part B
- Do they have an identifiable hypothesis? Hypotheses should say that they are hypotheses. Meaning, they say, "Hypothesis 1: ..." or "I hypothesize that..." Or some other formulation that has the word hypothesis in it.
 - Hypotheses are specific statements about what you think will happen. They include your independent and dependent variables and tell the hypothesized

¹ If you are thinking about doing one ad, please run this by me!

direction of that relationship. If you have multiple treatment groups, you need a hypothesis for each one—do not try to combine them into one statement!

- o For example, a good hypothesis: “Hypothesis 1: Using **sad music** in political advertisements will **decrease voters’ intentions to vote.**” Here we have my **independent variable (“cause”)** and my **dependent variable (“effect”)** and a **directional relationship.**
- o A less good hypothesis example: “I think that music will affect voting in interesting ways.”
 - This is vague. What type of music? I am assuming from this it is all music
 - More importantly, there is no directionality. I know from this statement only that you think there is a relationship between music and voting but nothing about that relationship. You need to say whether this relationship is positive (increase in voting) or negative (decrease in voting)
 - “I think” does not serve a purpose here and is implied. Use “I hypothesize” if you want to use this construction
 - “Interesting way” is vague and does not serve a purpose in this sentence
 - Please note the specificity of language used for voting between the good and bad example. For the good example, I am very clear that this is voters’ self-reported intentions to vote, meaning this was given in a survey. The bad example is unclear whether we are talking about actual voting turnout (generally observational study) or self-reported intention of turning out to vote (either observational study or experiment)

- Do they discuss internal validity? Do they acknowledge both advantages and disadvantages of their proposed study (BOTH OBSERVATIONAL STUDIES AND EXPERIMENTS)
- Do they discuss external validity? Do they acknowledge both advantages and disadvantages of their proposed study (BOTH OBSERVATIONAL STUDIES AND EXPERIMENTS)
- Do they discuss their independent variable(s)? Is it the treatment conditions in an experiment or is it a different measure in an observational study? Describes what the independent variable(s) is and reasoning for choosing independent variable(s).
- Do they discuss their dependent variable? Is it in a survey given after an experiment or is it a different measure in an observational study? Describes what the dependent variable is and reasoning for choosing the dependent variable(s).
- Do they cite 2+ course readings in part A?
 - Are they effective citations?

- Cites course materials (lecture/readings/discussion) appropriately, specifically, and extensively. Theories/concepts used from the literature help to motivate the paper's overall argument.

Do they cite 2+ course readings in part B?

- Are they effective citations?
- Cites course materials (lecture/readings/discussion) appropriately, specifically, and extensively. Theories/concepts used from the literature help to motivate the paper's overall argument.

If they say they are doing an experiment, do they describe what their control condition is?
IF YOU DO NOT HAVE A CONTROL CONDITON, THEN YOU DO NOT HAVE AN EXPERIMENT

Topic 1

- Describes 2-3 authors in part A that help motivate part B. Compares and contrasts authors and identifies strengths and weaknesses of authors' approaches
- Clearly identifies and describes a problem discussed in course readings; cogently addresses value conflicts and the strengths and weaknesses of methodologies used by the authors

Topic 2

- Describes and analyzes TWO ads in part A that motivate study in part B. **Please come talk to me if you would like to use only one ad.**
- Clearly describes one or more political advertisements from a *recent* election cycle; succinctly and clearly denotes the purpose of the ad(s); pulls out important features that connect to class themes and motivate the rest of the paper