

## PEER REVIEW WORKSHEET

MATH 105-6: FIRST-YEAR SEMINAR: THEORIES OF MIND AND MATHEMATICS  
PROF. THEO JOHNSON-FREYD, NORTHWESTERN UNIVERSITY, FALL 2015

**Reviewer's name:** \_\_\_\_\_

**Author's name:** \_\_\_\_\_

We will not hold a formal class meeting on Thursday, October 22. Instead, you should use this time to complete the following assignment in groups of three; I expect the assignment to take 60–90 minutes. By default, your group should meet in the usual classroom at the usual time, but if the entire group agrees, you may reschedule your meeting to a different time or place provided you meet the deadlines listed below.

Our discussion of Nagel's paper "What is it like to be a bat?" will occur on Thursday, October 29.

DO ON TUESDAY, OCTOBER 20

Find two other classmates with whom you will complete this assignment. Agree on whether to stay with the default meeting time/place or to arrange some other time. Exchange contact information if necessary.

DO ON THURSDAY, OCTOBER 22

Completed drafts of your "Thinking about Art" essays are due at 9am Thursday, October 22, and should be emailed to [theojf@math.northwestern.edu](mailto:theojf@math.northwestern.edu). Print out two (2) copies of your essay and bring them with you when you meet with your partners that afternoon.

When you and your partners meet, exchange copies of your essays. Read through each of your partners' "Thinking about Art" essays carefully. As you read through them, jot down questions/comments that you have, and also number the paragraphs as you go. Complete a copy of this worksheet for each essay that you read.

- (1) In one or two sentences, summarize what you take to be the main message of the essay.
  
  
  
  
  
  
  
  
  
  
- (2) Does the essay broadcast this message clearly, in the title and introduction? If not, suggest ways to improve it.
  
  
  
  
  
  
  
  
  
  
- (3) Is the essay structured (and this structure sign-posted) in a way that aids the reader? What evidence is presented, and how does it support the main point? List for each paragraph its specific

purpose in the essay (this is why you numbered the paragraphs): in a phrase or sentence, write what you take to be the evidence and/or sub-argument presented in that paragraph.

- (4) Look for grammatically incorrect sentences, and mark them as you see them. Be on particular lookout for missing or repeated words, misplaced punctuation, subject/verb disagreement, and run-on sentences. Note also other errors of usage, mechanics, and formatting. For example, are references correctly cited, and are they listed in a correctly-formatted bibliography?
- (5) List at least one thing you like about the paper's style/voice/diction. List at least one sentence that could be usefully rewritten to improve its style/voice/diction.

- (6) Finally, if you disagree with the author's arguments, tell them so, and explain why.

When everyone has read all the papers, spend some time discussing the ideas presented.

Exchange worksheets so that each author leaves with the worksheets about their essay.

DUE BY TUESDAY, NOVEMBER 3

After thinking about your classmates' comments, revise your essay as you think appropriate. Send the revised copy to [theojf@math.northwestern.edu](mailto:theojf@math.northwestern.edu) by 9am Tuesday, November 3.

In the body of the email, list all revisions you have made. Equally importantly, there may be revisions suggested by your reviewers that you choose not to make — for each of these, include a sentence about why you did not make that revision.

Turn in your completed review worksheets in class on Tuesday, November 3.