

## **Calibrate Your Writing**

This lab is a writing intensive lab. The designation writing intensive has specific requirements, one of which is that the student obtain feedback on his/her writing and be **required** to revise their work based on the feedback.

In order to facilitate this process we will begin by “calibrating” ourselves. You will as a group read several lab reports and rank them in terms of the “quality” of the lab report.

### Procedure

1. Each person in your group should Read the two lab reports entitled: “GFAA Group A version 1” and “version 2”. Rank the two as “poor, good, excellent”.
2. Compare your rankings with the other members of your group. Do you agree? If you agree go to step 5.
3. If you do not agree each person should separately read the two lab reports entitled: “GFAA Group E version 1” and “version 2”. Rank the two as “poor, good, excellent.”
4. Compare your rankings with other members of your group. Do you agree? If you do not agree consult with the “coach”.
5. Based on your ranking set up some specific numerical scale based on (but not limited to the following criteria)

General:	Grammar, spelling, paragraph lead sentence and follow up within the paragraph; lead into next paragraph, over all “flow” of the text
Scientific:	Ease of readability of the tables and graphs; do you feel capable of reproducing the work with the material presented?
Clarity:	Can you follow the objective of the students? Did they tell a story? Did they “milk the cow” in extracting all of the meaning from the data? Did they discuss the meaning of their graphs (or conversely, did their graphs contribute to the flow of the story?)
Lab Book	Was their attached lab book data clear - would you be able to write a patent from it?
Group Work	Did the students indicate who did what job in the lab clearly?
6. Using the numerical scale you have developed, apply that scale to the 3 lab reports entitled “ICPMS Group B” “C” and “D”.