Assignment Five Peer Critique

**Your Name: Author’s Name:**

**I. Introductory Information.**

A. Does the instruction have an effective **title** that mentions the **topic AND the reason** for performing the instruction method? (ex. Instructions on How to Recharge Your Nokia Cellular Phone’s Battery) Note if a better title is needed for further clarity.

B. Note the instruction’s **introduction.**

1. Is the **topic** mentioned? Does it seem specific and accurate?

2. Is the **reason** for performing the instruction mentioned? Does the reason seem feasible? Note any suggested revisions.

3. Is the ease of use or capabilities mentioned? Note any needed additions or unnecessary language.

4. (If applicable:) Does the introduction note the **types of tools or equipment** needed to employ these instructions successfully? Evaluate the presentation of the tools or equipment: is what’s noted *really* necessary? Upon reading all of the instructions, are there any additional objects that also need to be listed? Note any suggestions here.

5. Does the introduction contain any general hazard alerts? If not, after reading the instructions, do you feel that the introduction requires any type/additional **hazard alerts?** If there is a hazard alert, after reading the instructions, is it *really* needed?

II. Note use of all **hazard alerts.**

A. Are the hazard alert messages **immediately visible**?

B. Are they placed **before** the step(s) that requires the warning or placed too late? Note if any hazard alert needs to be relocated.

C. Does the hazard alert use the **correct term** to indicate the severity of the message (i.e., Danger, Warning, Caution, or Note). Discuss any ideas you might have about the accuracy of the hazard.

D. Hazard alerts should contain **three key information elements.** Note the author’s specific language uses and make sure each hazard alert cites the following. If an alert does not contain one of these elements, note the page number/alert here and also flag it within the text.

1. A **one- or two-word identification.** (ex.: High Voltage, Hot Equipment, etc.)

2. A *brief* statement of **the consequences** of the hazards in **three-to-five words** (ex. Can cause burns.)

3. **Avoidance steps** noted in **three to five** words. (Wear gloves and goggles at all times.)

E. If the hazard alert contains **colors, graphics or icons**, do they effectively depict the hazard? **Remember**: Blue or black typically refer to a “Note;” yellow means “Caution;” orange means “Warning;” and red means “Danger.” Note any hazard alert revision suggestions and flag the passage within the text.

III. Read through the actual **instructions.**

A. **Do the instructions work**? If any steps appear to be missing, please note them!

B. Are the instructions **clear**? Are all ambiguous terms, jargon, acronyms, etc. defined immediately for the “lay” audience? Flag any areas where a general audience member might become confused because of the author’s selected terms. The Flesch Kincaid index here should be around 7 or 8.

C. Are the steps noted **chronologically**? Do any steps need reorganization?

D. Does each step only contain **one clear action**? If you see any “overloading,” please flag the passage and suggest revisions or ways to break the notion down into smaller steps.

E. Does each instruction **begin with a verb**? Are the instructions free of passive verbs?

F. Does each instruction include all necessary words, including **articles** (i.e., the, a, an, etc.) for readability?

G. Is the text personalized by using **pronouns (you/your)**?

IV. Note the use of **graphics.**

A. **Are all of the graphics needed?** Are there enough graphics to clearly “illustrate” the process? Evaluate and note the author’s success in employing graphics that enhance the written instructions.

B. Are the graphics **clear** in terms of what is being illustrated?

C. Do the graphics contain **parallel images**—i.e., do the graphics appear as if they “belong” together, or are they just a hodge-podge of images? Give suggestions.

D. Do the graphics appear in the **appropriate place**? If a graphic needs relocation, note where and why you feel it might be more beneficial in the new location.

E. Note the use of **highlighting techniques.** Are sections well noted by use of font, color, etc. Is there too little or too much highlighting throughout the text. Critique.

F. Note the use of **white space:** is there enough room for annotations? Psychologically, does the use of white space make the instructions “appear” to be “easy”?

IV. Note the author’s **conclusion.**

A. Does the information in the conclusion “fit” with the instructions? Explain the effectiveness/ineffectiveness of the conclusion.

B. Does the conclusion restate ***why*** one would need to know how to do this application/follow these steps?

C. Does the conclusion briefly **reiterate the product’s application(s)** or **highlight the product’s ease of use?**

D. If necessary, does the conclusion note **warranties, disclaimers,** or **corporate contact information** (i.e., a web site or technical support hotline)?

V. **Overall:**

A. Discuss the overall presentation of the document: how does it look? Does it appear to be accessible even before reading the content?

B. Give the author one compliment about the instructions s/he’s crafted thus far.