

UNIVERSITY OF MARY WASHINGTON -- NEW COURSE PROPOSAL

Electronically submit this completed form with attachments in one file to the Chair of the College Curriculum Committee.

COLLEGE (check one):	Arts and Sciences	Business	Education	X
Proposal Submitted By: Laurie Abeel	Date Prepared: September 26, 2013			
Course Title: Introduction to Action Research				
Department/discipline and course number*: EDUC 531				

**This course number must be approved by the Office of the Registrar before the proposal is submitted.*

Number of credits proposed: 3	Prerequisites: EDUC 521	None	
Will this be a new, repeatable "special topics" course? (Do you want students to be able to take this new course more than once if the topic changes?)	NO X	YES	

Date of first offering of this new course: Fall SEMESTER, year	2014-2015 Academic year
Proposed frequency of offering of the course:	Once per year
List the faculty who will likely teach the course:	COE Faculty
Are ANY new resources required?	NO <input checked="" type="checkbox"/> YES <input type="checkbox"/> <i>Document in attached impact statement</i>

This new course will be (check all that apply):			
Required in the major	x	General Elective	
Elective in the major		General Education**	

***AFTER the new course is approved, a separate proposal must be sent to the General Education Committee.*

Catalog Description:
Course Description: Prerequisite or Corequisite EDUC 521. This course introduces M.Ed. candidates to scholarly research and writing in the field of education. The emphasis is on understanding how to plan and conduct action research for instructional improvement and professional development. It builds on the content of EDUC 521 to utilize students' knowledge of theoretical and research literature and quantitative and qualitative research methodologies. It also covers essentials of research proposal development, including development of research question, an extensive review and synthesis of related literature, plan for collection and analysis of data, and use of APA style. Students conduct a literature review, draft a quality research proposal, and secure IRB approval from the university (and, if necessary, the school district where the research will occur) upon completion of the course. Students' proposals should be designed to be implemented in a future course, during EDUC 540 Initial Licensure Internship

COURSE HISTORY			
Was this course taught previously as a topics or experimental course?	YES	x	NO
Course Number and Title of Previous Course	Semester Offered		Enrollment
EDCI 580 Introduction to Research	Fall		
x	CHECK HERE if the proposed course is to be equated with the earlier topics or experimental offerings. This means that students who took the earlier "topics" course will only be able to take the new course if they made a C- grade or lower in the earlier course.		
NOTE: If the proposed course has not been previously offered as a topics or experimental course, explain in the attached rationale statement why the course should be adopted even though it has not been tried out.			

REQUIRED ATTACHMENTS:

1. **Rationale Statement** (Why is this course needed? What purposes will it serve?)
2. **Impact Statement** (Provide details about the Library, space, budget, and technology impacts created by adding this new course. Include supporting statements from the Library, IT Department, etc. as needed.)
3. **Sample Syllabus**

Department Chair Approval: <u>Suzanne Houff</u>	Date: <u>10/18/13</u>
CCC Chair Approval: <u>Beverly Epps</u>	Date: <u>10/24/13</u>
UCC Chair Approval: _____	Date: _____

Rationale:

Currently EDCI 580 is taught in the post-baccalaureate program as well as in the Initial Licensure 5-year Pathways: PreK-12 and Initial Licensure 5-year Pathways: Secondary programs. However, EDCI 580 in the post-baccalaureate program is different from the 5-year pathways course. Therefore, it is necessary to create a new course to better reflect the requirements for those students doing research as part of their internship.

Impact Statement:

This course will be taught by one of the College of Education faculty members. It would not add to the number of courses being taught by faculty since it will substitute for EDCI 580. There would be no need for additional library or technology resources.

Catalog Copy:

EDUC 531 Introduction to Action Research (3 cr) *Prerequisite or Corequisite EDUC 521.* This course introduces M.Ed. candidates to scholarly research and writing in the field of education. The emphasis is on understanding how to plan and conduct action research for instructional improvement and professional development. It builds on the content of EDUC 521 to utilize students' knowledge of theoretical and research literature and quantitative and qualitative research methodologies. It also covers essentials of research proposal development, including development of research question, an extensive review and synthesis of related literature, plan for collection and analysis of data, and use of APA style. Students conduct a literature review, draft a quality research proposal, and secure IRB approval from the university (and, if necessary, the school district where the research will occur) upon completion of the course. Students' proposals should be designed to be implemented in a future course, during EDUC 540 Initial Licensure Internship

EDUC 531
Introduction to Research
Fall 2014
T/Th 4-7:10
Location: Stafford North 109

Janine S. Davis, Ph.D.
Phone: (540) 654-1353
email: jdavis7@umw.edu

Office: Trinkle 217
Office Hours: Fredericksburg: 9:45-10:45
T/Th, 11:30-2:30 Fri, and by appointment
Stafford: 3:15-3:45 T/Th when class meets
face-to-face; Skype any time by appointment

College of Education Mission & Conceptual Framework
Theme: *Transformative 21st century educators*

Mission: The University of Mary Washington's College of Education is committed to guiding all candidates through a transformative experience by which they become skilled, reflective and responsive practitioners well-prepared to meet 21st century challenges.

The College of Education of the University of Mary Washington prepares educators for the 21st century who are knowledgeable, skilled, collaborative, reflective, and sensitive to diverse learner needs. In upholding the mission of the University, the College of Education is dedicated to providing educational programs to the Commonwealth of Virginia and beyond. To accomplish this, we:

- Are grounded in a strong liberal arts curriculum.
- Emphasize school-based experiences through which candidates solidify their understanding of the nature of the learner and effective teaching and motivational practices.
- Build a diverse community of practice involving strong partnerships among candidates, faculty, local teachers, and administrators.
- Enhance teacher aptitudes for research and critical decision-making and ensure knowledge of learning theories and research-based pedagogy.
- Challenge educators to respond to the changing nature of learning in the 21st century through an emphasis on multi-literacies.

Conceptual Framework: The College of Education faculty at the University of Mary Washington continually strive to contribute to and disseminate the most up to date knowledge and skills in the field of education. The six components of the framework are emphasized by the faculty in implementing coursework, programs and research. They are strands which are interwoven throughout our programs.



Course Description: This course introduces M.Ed. candidates to scholarly research and writing in the field of education. The emphasis is on understanding and conducting educational research for instructional improvement and professional development. It provides thorough exposure to theoretical and research literature and to quantitative and qualitative research methodologies. It also covers essentials of research project development, including development of topic, problem statement and annotated bibliography, review and synthesis of literature, collection and analysis of data, and use of APA style. Students conduct a literature review and draft a quality research proposal upon completion of the course.

Relationship of Course to Conceptual Framework/Program Design: This course aims to transform student teaching interns into action researchers. Students will study key research in their disciplines and experience a cycle between theory and practice as they conduct research that builds on theory to examine the practice of the classroom.

Course Goals:

1. To construct a meaningful, researchable, and subject-specific research question
2. To read, analyze, and discuss subject-specific educational research
3. To design and present a sound and appropriate methodology for a research question
4. To construct a well-written, organized, and carefully researched proposal for an educational research project

Required Books:

McMillan, J. H. & Wergin, J. F. (2010). *Understanding and evaluating educational research* (4th Ed.).

Boston: Pearson.

Galvan, J. (2009). *Writing literature reviews: A guide for students of the social and behavioral sciences* (4th Ed.). Glendale, CA: Pyczak Publishing.

**I highly recommend that you join your discipline's professional group (such as NCTE for English educators.) This can provide access to literature that will be very useful to you for this course and in the future. If you are unsure of how to locate or join this kind of organization, please seek help from me or your content area professors. Twitter will be an excellent source of article sharing and network creation as they relate to your project as well.

Required Course Materials: Materials for notetaking

The Office of Disability Services: The Office of Disability Services has been designated by the University as the primary office to guide, counsel, and assist students with disabilities. If you receive services through the Office of Disability Services and require accommodations for this class, make an appointment with me as soon as possible to discuss your approved accommodation needs. Bring your accommodation letter with you to the appointment. I will hold any information you share with me in strictest confidence unless you give me permission to do otherwise. If you have not made contact with the Office of Disability Services and need accommodations, (note taking assistance, extended time for tests, etc.), I will be happy to refer you. The office will require appropriate documentation of disability. Phone is 540-654-1266.

Technology Expectations: Students should have regular access to a reliable and internet-connected computer and printer. All papers should be typed and follow standard APA formatting guidelines (1” margins, 12-point Times New Roman or similar font, and double spaced text with no extra spaces between paragraphs; subheadings are encouraged for longer papers). Students will need to conduct internet research and keep abreast of course updates and additional materials that will be posted on Canvas. The first four weeks of classes will be conducted online during the course of the semester; students should be prepared to conduct discussions, group work, and quizzes on Canvas as a part of these class meetings. Video capability is strongly recommended for online meetings as well, but is not required.

Schedule of Classes:

(Information on this syllabus is subject to change; the instructor will post any updates on Canvas as soon as possible)

Week	Date	Topic	Readings / Assignments DUE on Date Listed (unless otherwise indicated, readings are due on Tuesday and assignments are due on Thursday)
1-6		<ul style="list-style-type: none"> Meet with 521 course 	
7	10/8 10/10	<p>STUDENTS IN INTERNSHIP</p> <p>COURSE MEETS ONLINE—TASKS WILL BE POSTED AS CANVAS ANNOUNCEMENT ON TUESDAY AND DUE BY SUNDAY UNLESS OTHERWISE INDICATED AT RIGHT (these will mostly consist of the reading and the quiz)</p> <ul style="list-style-type: none"> Diagnostic (done in 535) Review the syllabus and assignments Action Research Annotated Bibliographies Writing quality subject-specific questions 	<ul style="list-style-type: none"> ➤ McMillan and Wergin—Chapter One ➤ Galvan—Chapter One, Two, and Three and choose one model literature review from Appendix • Thursday: Tweet research question idea if you have not done so yet. • Sunday: Reading Quiz 1
8	10/17	<p>COURSE MEETS ONLINE (no class Tuesday)</p>	<ul style="list-style-type: none"> ➤ Galvan—Chapter Four and Five • McMillan and Wergin—Chapter Two Intro and “The Gap Between Beliefs and Practices: Early Childhood Practitioners’ Perceptions About Inclusion” • Sunday: Reading Quiz 2
9	10/22 10/24	<p>COURSE MEETS ONLINE</p> <ul style="list-style-type: none"> • IRB considerations • Matching research questions and methods 	<ul style="list-style-type: none"> • McMillan and Wergin—Chapter Three Intro and “The Effects of an Early Reading Curriculum on Language and Literacy Development

		<ul style="list-style-type: none"> Quantitative Methods—Nonexperimental Designs 	<p>of Head Start Children” and article of choice</p> <ul style="list-style-type: none"> Sunday: Reading Quiz 3
10	10/29 10/31	<p>COURSE MEETS ONLINE</p> <ul style="list-style-type: none"> Quantitative Methods—Experimental Designs Literature Review video 	<ul style="list-style-type: none"> Galvan—Chapter Six McMillan and Wergin—Chapter Four Intro and “A Fly in the Buttermilk...” Sunday: Reading Quiz 4
11	11/5 11/7	<p>COURSE MEETS FACE TO FACE UNTIL SEMESTER END</p> <ul style="list-style-type: none"> Revisit topics/articles from last month, especially literature reviews Begin workshop structure Article discussions 	<ul style="list-style-type: none"> McMillan and Wergin—Chapter Five Intro “Building a Methodological Foundation: Doctoral-Level Methods Courses in Colleges of Education” and article of choice “Grade Distributions, Grading Procedures, and Students’ Evaluations of Instructors: A Justice Perspective” and article of choice Thursday: Research Question and Annotated Bibliography due
12	11/12 11/14	<ul style="list-style-type: none"> Qualitative Methods Data collection and analysis Workshop Article discussions 	<ul style="list-style-type: none"> McMillan and Wergin—Chapter Six Intro and “Doing Research that Makes a Difference” Galvan—Chapters Seven and Eight Thursday: Literature Review Due (refer to additional, unassigned chapters of Galvan if needed) “The Impact of High School Teacher Behaviors on Student Aggression” and article of choice “Preservice Teachers’ Educational Beliefs and Their Perceptions of Characteristics of Effective Teachers” and article of choice
13	11/19 11/21	<ul style="list-style-type: none"> Action Research, revisited Subject-specific methodological Considerations Workshop 	<ul style="list-style-type: none"> Thursday: Methods Section Due
14	11/26	<ul style="list-style-type: none"> IRB workshop Final proposal considerations Writing Introductions One-on-one review sessions/writing workshop with peers <p>NO CLASS THURSDAY: Thanksgiving</p>	<ul style="list-style-type: none"> Galvan—Chapters Nine and Ten IRB submissions Due Tuesday Proposal Draft for Peer Review Due Tuesday

15	12/3 12/5	<ul style="list-style-type: none"> • Discussion and Implications • Practice Research Presentations 	<ul style="list-style-type: none"> • Proposal Final Draft Due Tuesday • Research Presentations Due Thursday
16		FINAL EXAM	<ul style="list-style-type: none"> • Present Proposals to faculty • Eportfolio “shell” with abstract and subheadings (Time slot TBA)

Class Policies and Procedures: Late work will incur a penalty of 5% per day late. Because this is a graduate-level seminar, students are expected to conduct themselves with the same professionalism that applies in their internship placements and to assume a primary role in leading class discussions. Students must ask early and often if they have any questions throughout the semester about the processes or products of the course.

Course Assignments and due dates:

(More detailed assignment sheets and rubrics will be distributed in class.)

- 1. Reading Quizzes** **100 points**
 Students will complete four brief reading quizzes during the online portion of the course. These will focus on key points from the reading. *You may use your book.*
- 2. Research Question/Annotated Bibliography** **100 points**
 This question will form the basis for your research project, including the proposal. It should be carefully crafted, meaningful, and reasonable to explore in the time allotted (the student teaching semester). The adapted annotated bibliography will include a list of at least ten APA-formatted sources that you plan to use in your literature review and a two- to four-sentence summary of each source.
- 3. Literature Review** **200 points**
 You will write the literature review for your research proposal that draws on and synthesizes relevant research about your topic and question.
- 4. Research Proposal Drafts and Final** **400 points**
 The proposal will be due in sections over the course of the semester; the total of all these initial drafts except for the literature review will add up to 100 points. The complete, revised, final proposal will be worth 300 points.
- 5. Class Participation** **100 points**
 Students will read, locate and discuss research articles during the course (“article of choice,” when indicated, means finding an article related to your topic that uses the research methodology in the assigned article for that day. Students will share their selected articles in class and will be assessed according to the guidelines listed below. The articles of choice may or may not appear in your literature review.
- 6. Research Presentation and eportfolio “shell”** **100 points**
 Students will present the details of their research proposals in a well-rehearsed presentation with Power Point or Prezi visual during the final exam period. In addition, students will create the “shell” of their eportfolio in UMW Domains, umwblogs, or a free online service. The

“shell” will include the research abstract and subheadings for future content from the student teaching semester (sample lessons, resume, etc.)

Total Points: 1000

Evaluation Criteria:

Because an essential quality of effective teachers is the ability to communicate clearly and cogently in speech and writing, the expectation of this course is that students will present work that is representative of high professional standards. *All written work is to be free from grammatical error, with clear, precise language, and well-organized thoughts.*

You are expected to attend ALL classes. If you are to be absent due to unforeseen circumstances (illness, death in the family, etc.) please contact me as quickly as possible. Your contribution is critical in that we build off of each other’s knowledge and experiences. *More than one absence or two tardies will lower your final grade.*

Generally I will provide you will an outline/rubric of what is expected. Please pay careful attention and include all components in your written work.

Grading Scale:

Please note: *Out of respect and fairness to your fellow classmates, 1 point will be deducted from the final grade of an assignment for each day it is late without prior permission.*

A	96-100
A-	90-95
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	60-64
F	59 and below

Guidelines for class participation:

It is imperative that all students carefully read the assigned materials and complete the necessary assignments so that we can engage in critical and challenging classroom discussions. It is my expectation that all students will be fully prepared for class. *As graduate students from a variety of content areas and kinds of preparation, you should be prepared to ask and find the answer if you are confused about something. Given the amount of writing and feedback we will be doing in such a short time, the quality of your final product will very much depend on your seeking out answers to questions you may have about any part of the process.*

Your class participation grade will be based on whether you are:

A - Exceptionally attentive, well-prepared for class, and present exceptionally perceptive comments and thoughtful questions in class.

B – Attentive and well-prepared for class and present thoughtful comments

C – Regularly and reasonably prepared for class and have reasonably frequent participation

D- Frequently unprepared, distracted, and/or uncommunicative

F – Rarely prepared for class, have very few comments/questions, and are frequently absent or tardy.

All cell phones MUST be turned off during class. It is also my expectation that if you are using your computer in class, it is for taking notes ONLY. Note that attentiveness is generally measured by your eye contact with the instructor and classmates, and that texting or other use of the internet or phone will interfere with the level of attentiveness you are able to maintain.

Correlations between Course Objective and Assessment Measures:

Course Objectives	Assessment Measure(s)
<ul style="list-style-type: none">• To construct a meaningful, researchable, and subject-specific research question	Research question
<ul style="list-style-type: none">• To read, analyze, and discuss subject-specific educational research	Annotated bibliography, literature review, class discussions
<ul style="list-style-type: none">• To design and present a sound and appropriate methodology for a research question	Proposal, presentation
<ul style="list-style-type: none">• To construct a well-written, organized, and carefully researched proposal for an educational research project	Proposal, presentation

Honor Code:

Students are expected to comply with the Honor Code. All work is to be pledged and completed by the student without assistance unless otherwise indicated by the instructor. Any violations of the code in or outside of class will be brought to the attention of the Honor Council for appropriate action. All members of the UMW community abide by the Honor Code.

A student's pledge on an exam or written assignment in this course will be a statement of academic honor. Pledging an exam or written assignment will be an indication that he/she has not received or given inappropriate assistance in completing it and that the assigned report, activity, experience, or requirement has been completed by the student.

Office of Disability Services:

Depending on the student's needs, the Office of Disability Services coordinates accommodations for students with disabilities, advises and assists in arranging accommodations and acts as a liaison between students and faculty / administration / staff on issues relating to accommodations. Each student may require a different approach in order to achieve equal access to programs and services.

<http://academics.umw.edu/disability/>

Statement from the Office of Disability:

The Office of Disability Services has been designated by the University as the primary office to guide, counsel, and assist students with disabilities. If you receive services through the Office of Disability Services and require accommodations for this class, make an appointment with me as soon as possible to discuss your approved accommodation needs. Bring your accommodation letter with you to the appointment. I will hold any information you share with me in strictest confidence unless you give me permission to do otherwise. If you have not made contact with the Office of Disability Services and need accommodations, (note taking assistance, extended time for tests, etc.), I will be happy to refer you. The office will require appropriate documentation of disability. Their phone number is 540-654-1266.

Writing Center:

The Writing Center offers assistance on all types of writing projects: reports, papers, cover letters and resumes, white papers, and research projects. The Writing Center can also help you prepare for in-class essay exams and for standardized tests that include essays such as the Praxis I writing exam.

<http://academics.umw.edu/writing-fredericksburg/>

<http://academics.umw.edu/writing-stafford/>

University Emergency Information:

The purpose of the Emergency Information Hotline is to provide information to students, faculty, staff, and others about closings of the university (unplanned) due to weather or other safety hazard.

540/654-2424 (hotline)

540/286-8000 (Stafford campus receptionist) <http://www.umw.edu/advisories/default.php>

Ethics Statement:

The Virginia Department of Education's *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents* require, under the performance standard "Professionalism," that individuals "model professional, moral, and ethical standards as well as personal integrity in all interactions." A Virginia license can be revoked for "conduct with direct and detrimental effect on the health, welfare, discipline, or morale of students (*Licensure Regulations for School Personnel*, 2007)." The University of Mary Washington College of Education rigorously upholds an ethical standard that insures the safety and learning of K-12 students. All students in this program must establish appropriate professional relationships with students, colleagues, families, and community groups. They must demonstrate self-control at all times. They must show respect for self and others and always project an image of professionalism and maintain professional boundaries.

Appendix I

Rubric: Final Proposal

Criteria	High	Medium	Low
Sources 50	Draws on at least ten highly reputable, primarily research-based sources. Surveys the key literature in the field. 50	Draws on at least eight sources, most of which are reputable. Surveys many important studies. 40	Draws on fewer than six sources that seem haphazardly chosen, are mostly not scholarly/research-based, and are loosely related to the research question. Survey of literature seems random or very limited. 30
Structure 100	Identifies and defines key concepts and terms and discusses them within the context of the relevant literature. Uses subheadings and transitions to construct a logical flow of ideas. Introduction, Literature Review, and Methods meet criteria listed below*. 100	Discusses many key terms. Creates a flow of ideas, although at times it may appear scattered. Major findings and concepts are grouped in reasonable ways. 80	Does not discuss or define some key terms. Ideas do not have a clear flow and are often scattered or confused. Lacks structure. 60
Research Question and Aligned Methods 50	Includes carefully worded research question. Methods align with and address the research question. 10	Includes research question but the question may be problematic in various ways. Alignment may be unclear. 8	Research question is very problematic and/or methods do not address it at all. 6

Grammar/Spelling 50	Writing is free of grammatical, spelling, and stylistic errors. 50	Writing has minor grammatical, spelling, and/or stylistic errors. 40	Writing has major grammatical, spelling, and/or stylistic errors. 30
APA Format 50	All internal citations and references conform to APA style. Formatting meets APA requirements, including those for subheadings, margins, cover page, running head, and font style/size. 50	Most citations and references conform to APA style but some minor errors. Formatting may have some minor errors. 40	Citations do not conform to APA style and/or are missing essential information. Makes serious formatting errors. 30

Total Points: /300

*Introduction (generally 3-5 pages)

Introduces topic in an appropriately broad way

Narrows to the purpose/focus of the study

Makes case for the study

Adds citations to support main points

Introduces key concepts and defines them

Literature Review (generally 10-15 pages)

Comprehensively reviews the associated subareas of the topics

Synthesizes literature instead of merely summarizing

Cites widely from appropriate literature

Identifies gaps in the research and makes the case for this study

Methods (generally 5-8 pages)

Specifically describes the setting and participants (as much as is possible; uses pseudonyms)

Describes data collection

Explains the process/procedure of the research (what will occur?)

Describes plan for data analysis

Appendix II

Rubric for Annotated Bibliography

Criteria	Low	Medium	High
Quantity of sources 10	Less than 5	6-9	10 or more
Appropriateness of sources <ul style="list-style-type: none"> Sources are relevant to topic and question Sources are examples of research/theory 30	Many sources are overly broad or not relevant to the research topic. Few respected journals and publications or other scholarly publications appropriate to the topic. 18	Some sources are overly broad or not relevant to the topic. Journals and publications or other scholarly works are underrepresented. 24	All sources are specifically relevant to the research topic. Includes respected journals and publications and other scholarly works appropriate to the topic. 30
Research Question 20	Does not include research question or question is scattered and extremely unfocused. 12	Includes research question but it is too broad or vague for the constraints of this project and assignment. 16	Research question is relevant, appropriate, and sufficiently narrowed for this project and assignment. 20
Annotations <ul style="list-style-type: none"> Citation format Identifies main argument, sources of evidence, methodology, 	Citations do not conform to APA style and/or are missing essential information. Annotation is	Most citations conform to APA style but some minor errors. Annotation is at least two sentences but fails	All citations conform to APA style. Annotations clearly and succinctly (three to four

<p>and target audience of the source</p> <ul style="list-style-type: none"> • Style <p>40</p>	<p>less than two sentences and/or fails to identify two or more of the following: participants, findings, methodology, and implications. Annotation has major grammatical, spelling, and/or stylistic errors.</p> <p>24</p>	<p>to identify one of the following: participants, findings, methodology, and implications. Annotation has minor grammatical, spelling, and/or stylistic errors.</p> <p>32</p>	<p>sentences) identify each source's participants, findings, methodology, and implications. Annotations are free of grammatical, spelling, and stylistic errors.</p> <p>40</p>
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Adapted from online source: www.lib.jmu.edu/instruction/.../Adams_Infoliteracy.doc

Total Points: /100

Appendix III

Rubric: Literature Review

Criteria	High	Medium	Low
Sources 20	Draws on at least ten highly reputable, primarily research-based sources. Surveys the key literature in the field. 20	Draws on at least eight sources, most of which are reputable. Surveys many important studies. 16	Draws on fewer than six sources that seem haphazardly chosen, are mostly not scholarly/research-based, and are loosely related to the research question. Survey of literature seems random or very limited. ¹²
Structure 40	Identifies and defines key concepts and terms and discusses them within the context of the relevant literature. Uses subheadings and transitions to construct a logical flow of ideas. Groups major findings and concepts in logical and interesting ways. At least ten pages. 40	Discusses many key terms. Creates a flow of ideas, although at times it may appear scattered. Major findings and concepts are grouped in reasonable ways. At least eight pages. 32	Does not discuss or define some key terms. Ideas do not have a clear flow and are often scattered or confused. Lacks structure. Less than seven pages. 24
Synthesis	Constructs a well-written,	Constructs a review of the	Constructs a review of the

50	narrative review of the literature that situates the study within the literature base and gaps in the literature that lead the reader to see a clear case for the study. 50	literature that identifies major findings and concepts relevant to the research question. Makes some case for the study. 40	literature that notes few related findings. May read more like a list of sources than a synthesis. No case is made for the study. 30
Research Question (List at top of literature review for use in assessment; your final literature review will not include this.)10	Includes carefully worded research question. 10	Includes research question but the question may be problematic in various ways. 8	Does not include research question. 6
Grammar/Spelling 40	Writing is free of grammatical, spelling, and stylistic errors. 40	Writing has minor grammatical, spelling, and/or stylistic errors. 32	Writing has major grammatical, spelling, and/or stylistic errors. 24
APA Format 40	All internal citations and references conform to APA style. Formatting meets APA requirements, including those for subheadings, margins, and font style/size. 40	Most citations and references conform to APA style but some minor errors. Formatting may have some minor errors. 32	Citations do not conform to APA style and/or are missing essential information. Makes serious formatting errors. 24

Total Points: /200