

Scholarly Writing for Educators Spring 2018

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COURSE INFORMATION

TED 5304-001: Scholarly Writing for Educators [CRN 28621]
3 credit hours
Meets Wednesdays, 5:30-8:20pm, EDUC 402

COURSE DESCRIPTION

The purpose of this course is to build and refine scholarly writing through the use of archival research, documented sources, and library databases. Students will draw from a variety of UTEP library resources to support their research and writing while developing information literacy skills to locate, analyze and apply information. Students will also work closely with peers and the professor to provide constructive feedback on one another's writing and to produce publication-quality papers. To that end, the course covers issues of conceptualization, argumentation and evidence, and citation and referencing. It also deals with style, audience, organization, and mechanics, and relies heavily on peer review and editing.

This is an intensive, semester-long course that will require a significant investment of time beyond face-to-face meetings. Students will need to plan to invest approximately 8-10 hours per week on reading, research, writing, and development of related skills. Please plan accordingly.

This will be a hybrid course, meaning students will have the opportunity to complete both face-to-face class activities as well as online activities that cover topics and issues related to academic writing, effective peer editing and review, research strategies, documentation, and the writing process. The technologically-enhanced format also allows for the opportunity to engage in electronic peer review of one another's drafts and virtual interactions via the discussion boards.

STUDENT LEARNING OUTCOMES

In completing this course, students will:

- Produce a 10-15-page thesis-driven literature review paper on a current and compelling educational topic of their choosing;
- Construct a solid, well-grounded academic argument (thesis) that is sufficiently supported by evidence from the research literature;
- Develop clear and concise summaries and syntheses of the research literature;
- Be able to use tools for online literature research, including library databases, evaluate the credibility of sources, and distinguish between scholarly sources and popular sources;

- Organize and summarize sources;
- Work cooperatively and collaboratively with peers in brainstorming topics, sharing information on sources, clarifying ideas, and providing substantive feedback on assignments and drafts;
- Reflect on their own histories and personal styles as writers in order to become aware of effective strategies for academic writing;
- Correctly employ APA style in the formatting of the paper, as well with in-text citations and references; include at least 18-20 scholarly sources in the paper;
- Demonstrate coherence and cohesion in the organization of their ideas and show an excellent command of language mechanics, including but not limited to sentence structure, word choice, and grammar;
- Show a clear understanding of audience through the use of an academic writing style/tone directed towards researchers and/or professionals in field of education;
- Understand intellectual property and what constitutes plagiarism; demonstrate academic integrity with their writing.

COURSE READINGS

Required books:

Galvan, J.L. & Galvan, M.C. (2017). *Writing literature reviews: A guide for students of the social and behavioral sciences*. New York, NY: Routledge. ISBN: 978-0-415-31574-6

Graff, G. & Birkenstein, C. (2016). *They say/I say: The moves that matter in academic writing*. New York: W.W. Norton. ISBN: 978-0393617436

Richards, J.C. & Miller, S.K. (2005). *Doing academic writing in education: Connecting the personal and the professional*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc. ISBN: 0805848401

Recommended books:

*American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th Ed.) Washington, D.C.: American Psychological Association. ISBN: 1433805618

*Note: It is important to have the 6th edition; the older editions are outdated.

Selected articles on Blackboard (BB):

Au, W.W. (2009). High-stakes testing and discursive control: The triple bind for non-standard student identities. *Multicultural Perspectives*, 11(2), 65-71.

Castagno, A.E. & Brayboy, B.M.J. (2008). Culturally responsive schooling for indigenous youth: A review of the literature. *Review of Educational Research*, 78(4), 941-993.

Kohli, R., Pizarro, M. & Nevárez, A. (2017). The “new racism” of K-12 schools: Centering critical research on racism. *Review of Research in Education*, 41, 182-202.

Gutiérrez, K.D., Morales, P.Z., & Martinez, D.C. (2009). Re-mediating literacy: Culture, difference, and learning for students from nondominant communities. *Review of Research in Education*, 33, 212-245.

Morrison, K.A., Robbins, H.H., & Rose, D.G. (2008). Operationalizing culturally relevant pedagogy: A synthesis of classroom-based research. *Equity and Excellence in Education*, 41(4), 433-452.

Nichols, S.L. & Berliner, D.C. (2008). Why has high-stakes testing so easily slipped into contemporary American life? *The Phi Delta Kappan*, 89(9), 672-676.

COURSE REQUIREMENTS

Successful completion of this course will be based on several key elements:

- Class assignments (24 points)
- Paper proposal & annotated bibliography (8 points)
- Drafts of paper (10 points)
- Peer reviews (8 points)
- Final research paper (50 points) – details included below and in the rubric at the end of the syllabus

POSTING ASSIGNMENTS AND LATE ASSIGNMENT POLICY

Most course assignments will be posted on the group discussion board of the group to which you have been assigned. You will find this group discussion board by going to Blackboard, clicking on “Groups”, clicking on your assigned group, then clicking on “Group Discussion Board”. Once in your group discussion board you will see a list of the course assignments. Click on each assignment to open discussion board for that assignment, create a new thread, then post the respective assignment. Peer feedback on assignments and drafts will be posted by accessing the assignment that requires peer feedback in the same way described above, then opening your classmate’s assignment and posting a reply. When providing feedback on drafts, please use the peer feedback form and also provide feedback within the paper itself by using the Tracked Changes feature of MS Word. To provide feedback to your classmates, upload both of these documents by replying to the thread where your classmate’s assignment is posted.

Please pay attention to the due dates for assignments by following the course schedule in your syllabus! Due dates for assignments do not appear on Blackboard! Assignments that are submitted after their due date will receive a grade deduction for each day the assignment is late. Assignments that are submitted three days past their due date will not be accepted and students will not receive credit for them.

GRADING

A	90-100 points
B	80-89 points
C	70-79 points
D	60-69 points
F	59 points and below

COMMUNICATION PLAN

Hybrid courses offer excellent opportunities for collaboration and peer learning. I highly recommend that you engage in ongoing communication with your peers via your writing groups, as well as the full-class discussion board above and beyond the instances where I prompt (or require) you to do so. You are in the position to support one another and help each other

through this process, and building a strong writing community with one another is one of the most valuable experiences that can emerge from your participation in this course.

Strong literature reviews develop through extensive research on a subject. In order to support you as you search library databases for research on your subject, you are encouraged and required to communicate via Blackboard with the librarian that has been embedded in this course.

In this course, you will also receive ongoing feedback on your writing as you go through the various stages of research and paper development. In addition to your final draft, there are certain assignments that you can expect to receive feedback on; they include:

- Summary of Morrison et al. (2008) article (due Week 2)
- Draft of topic brainstorming and thesis statement (due Week 4)
- Synthesis of the Au (2009) and Nichols & Berliner (2008) articles (due Week 4)
- Paper proposal and annotated bibliography (due Week 5)
- Draft of paper (see below)

Feedback on these assignments will generally be returned within one week after the due date.

I will also provide extensive feedback on one draft of your paper. You can decide which draft you would like me to review; it could be an earlier draft or a later revision. The window for my review of drafts will be **March 6 - April 10**. If you would like feedback from me on your draft, you need to email me your draft during that time period; I will plan to return the draft to you within one week (barring a large backlog of drafts). I would also recommend not waiting until April 10th to send your draft, as it might get backlogged with other drafts.

POLICIES AND PROCEDURES

Attendance: Because this is a hybrid course with limited face-to-face meetings, absences for any reason are discouraged. If extenuating circumstances make it necessary for you to miss a class, arrive late, or leave early, please let the professor know ahead of time; excessive absences (missing more than 15% of face-to-face class time) could result in your being dropped from the course.

Electronic devices in class: Please silence all electronic devices and do not use them in class. Please make it clear that your undivided attention is on the people and interaction in class and not on a screen.

Disability policy: If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Office of disabled Student Services located in Union E Room 203. Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or

which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Services. You may call 747-5148 for general information about the Americans with Disabilities Act (ADA).

Equal educational opportunity: In order to create equal educational opportunities for all students, every student is expected to demonstrate respect for the diverse voices and individual differences in the class. No person shall be excluded from participation in, denied benefits of, or be subject to discrimination under any program or activity sponsored or conducted by the University of Texas at El Paso on the basis of race, color, gender, sexual orientation, disability, national origin, religious affiliation, age, or veteran status. Any member of the university community who engages in discrimination or other conduct in violation of university policy is subject to the full range of disciplinary action, up to and including separation from the university. Complaints regarding discrimination and inquiries regarding applicable policies should be reported to the University's Equal Opportunity Office at Kelly Hall, 3rd Floor, 915.747.5662 or at eoaa@utep.edu.

Supporting students who are parents: It is my belief that if we want women in academia and if we want to support UTEP students (many of whom are parents) in completing their courses of study, we need to adopt family friendly policies across the university. I ask that all students in my courses work with me to create a welcoming environment that is respectful of all forms of diversity, including parenting status. Balancing school, childcare, and work is challenging and exhausting. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with parents as challenges surface so that you may feel supported as you strive for school-parenting balance.

Academic integrity: Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others. Refer to <http://www.utep.edu/dos/acadintg.htm> for further information.

COURSE OVERVIEW

Week	Date	Topics	Assignments Due* (in addition to readings)
1	Jan 17	Introduction to the course; Exploring our writing histories	Journal #1
2	Jan 24	Overview of literature reviews and writing summaries; Intro to library database	Article summary; Peer feedback on summaries
3	Jan 31 Online class	Reading and notetaking; Searching with online databases	Photovoice activity
4	Feb 7	Generating a topic, research question, and thesis statement; Writing syntheses	Topic, research question, thesis handout; Synthesis of two articles; Peer feedback on syntheses
5	Feb 14 Online class	Developing an annotated bibliography and a paper proposal	Annotated bibliography; Paper proposal
6	Feb 21	Pre-writing strategies; Argument organization; Quoting, summarizing, and paraphrasing	Outline of paper; Journal #2
7	Feb 28 Online class	Titles, introductions, and conclusions	Draft #1
8	Mar 7 Online class	Peer review	Peer feedback draft #1
	Mar 14	Spring Break	
9	Mar 21	Coherence and cohesion; Improving organization; Developing your argument	
10	Mar 28 Online class	Refining your argument; Adding supporting research	Journal #3; Draft #2
11	April 4 Online class	Writing workshop	Peer feedback draft #2 Draft #3
12	April 11	Peer review, checking for plagiarism	Submit draft #3 to Safe Assign; Peer review draft #3
13	April 18	APA workshop; Active and Passive Voice; Developing a final presentation	
14	April 25 Online class	Finalizing drafts	Final draft
15	May 2	Final presentations; Final reflections	Final presentation Journal #4

*** ASSIGNMENTS DUE DURING THIS WEEK – SEE COURSE SCHEDULE BELOW FOR EXACT DUE DATES!**

COURSE SCHEDULE

Week 1	Face-to-Face Session #1 – January 17	Readings and Assignments
1/17-1/23	Introduction to the course Exploring our writing histories	1/23: 1.1- Journal #1: Post autobiographical sketch to your Writing Group (WG) discussion board by midnight (2 pts).
Week 2	Face-to-Face Session #2 – January 24	
1/24-1/30	What is a literature review? Introduction to library databases Popular versus scholarly texts Writing a good summary	Graff & Birkenstein, Preface, Intro, Ch 1 & 2 Richards & Miller, Ch 1-2 Galvan & Galvan, Ch 1-2 1/27: 2.1 - Post summary of Morrison et al. (2008) article to your WG by midnight (3 pts). 1/30: 2.2 - Post feedback to two WG members' summaries; please comment on the organization and presentation of their summary rather than the content itself (i.e. what was done well, what could have been better) (1 pt).
Week 3	ONLINE – January 31	
1/31-2/6	Reading and note-taking Evaluating source credibility	Graff & Birkenstein, Ch 3 Richards & Miller, Ch 3 Galvan & Galvan, Ch 3-4 2/3: 3.1 Post online search exercise to the full-class discussion board by midnight (.5 pt). 2/5: 3.2 Photovoice assignment: Visually documenting your topic – please upload your photos to the Google Drive folder I shared with you or email them to me by midnight (.5)
Week 4	Face-to-Face Session #3 – February 7	
2/7-2/13	Generating a topic for your paper Developing a thesis statement What is a good synthesis?	Graff & Birkenstein, Ch 4 Galvan & Galvan, Ch 5-7 2/8: 4.1 - Post draft of topic, research question, and thesis statement to WG by midnight (2 pts). 2/10: 4.2 – Read the Au (2009) and Nichols & Berliner (2008) articles and write a synthesis of them in one solid paragraph by midnight (3 pts). 2/13: 4.3 - Post feedback on the syntheses of

		<p>two of your WG members; please comment on the organization and presentation of their syntheses rather than the content itself (i.e. what was done well, what could have been better) (1 pt).</p> <p>* Please bring a copy of the Morrison et al. (2008) you read for your Week 2 summary assignment with you to class on 2/7.</p>
Week 5	ONLINE – February 14	
2/14-2/20	<p>Steps for research paper Developing a paper proposal/prospectus Creating an annotated bibliography</p>	<p>Graff & Birkenstein, Ch 5 Richards & Miller, Ch 4 Galvan & Galvan, Ch 8</p> <p>2/16: 5.1 – Submit an annotated bibliography of 8-10 sources that will be included in your paper proposal to WG by midnight (3 pts).</p> <p>2/20: 5.2 - Paper proposal with annotated reference list with 8-10 sources due to WG by midnight (5 pts).</p>
Week 6	Face-to-Face Session #4 – February 21	
2/21-2/27	<p>Pre-writing strategies (outline, concept map) Organizing an argument Quoting, summarizing, and paraphrasing</p>	<p>Graff & Birkenstein, Ch 6 & 7 Galvan & Galvan, Ch 9</p> <p>2/23: 6.1 – Post an outline of your paper based on your thesis statement and supporting research to WG by midnight (2 pts).</p> <p>2/27: 6.2- Journal #2: Post response to “What kind of writer are you?” (based on Richards and Miller, pp. 15-20) to WG by midnight (2 pts).</p> <p>** Please bring a copy of your paper proposal and the Au (2009) article you read for your Week 4 synthesis assignment with you to class on 2/21.</p>
Week 7	ONLINE – February 28	
2/28-3/6	<p>Writing good titles Constructing solid introductions and conclusions Checking for APA style</p>	<p>Graff & Birkenstein, Ch 8-10 Richards & Miller, Ch 5 Galvan & Galvan, Ch 10</p> <p>3/6: 7.1 - Draft #1 due to WG by midnight (see discussion thread for Draft #1 requirements) (4 pts).</p>

Week 8	ONLINE – March 7	
3/7-3/11	Doing peer review Using online review functions	Graff & Birkenstein, Ch 11 Galvan & Galvan, Ch 11 & 12 3/11: 8.1 – Read and respond to two WG members’ drafts using the “Peer Review” guidelines and checklist provided in Blackboard. You should provide in-depth comments and feedback on organization and content, as well as help with editing/mechanics. Peer reviews should be submitted by midnight (both checklist and draft with comments) (3 pts).
SPRING BREAK 3/12-3/16		
Week 9	Face-to-Face Session #5 – March 21	
3/21-3/27	Coherence/cohesion Improving organization: Using a reverse outline Developing your argument	Graff & Birkenstein, Ch 12 & 13 Richards and Miller, Ch 6 Castagno & Brayboy (2008) (BB) *Please bring 2 copies of draft 1 to class on 3/21.
Week 10	ONLINE – March 28	
3/28-4/3	Refining your argument Adding supporting research	Graff & Birkenstein, Ch 14 & 15 3/28: 10.1 – Journal #3: Post a Progress Update to your WG by midnight (2 pts). 4/3: 10.2 - Draft #2 due to WG by midnight (3 pts). * Make an appointment at the UTEP Writing Center for additional feedback on your paper.
Week 11	ONLINE – April 4	
4/4-4/10	Writing Workshop	Graff & Birkenstein, Ch 17 Visit the UTEP Writing Center this week to receive additional feedback on your paper; incorporate the recommended changes by 4/10. 4/05: 11.1 - Read and respond to two (2) WG members’ 2 nd drafts using the “Peer Review” guidelines and checklist provided. You should provide in-depth comments and feedback on organization and content, as well as help with

		<p>editing/mechanics. Due by midnight (3 pts).</p> <p>4/10: 11.2 - Draft #3 due to WG by midnight (3 pts).</p>
Week 12	Face-to-Face Session #6 – April 11	
4/11-4/17	<p>Peer review Proofreading Checking for plagiarism</p>	<p>Richards & Miller, Ch 7 Kohli, Pizarro, & Nevárez (2017) (BB)</p> <p>*Please bring 2 hard copies of Draft #3 to class on 4/11.</p> <p>4/13: 12.1 - Upload draft #3 to SafeAssign by 1pm. Upload to SafeAssign by clicking on the icon towards the end of the Learning Modules weekly content and following directions provided. (2 pts)</p>
Week 13	Face-to-Face Session #7 – April 18	
4/18-4/24	APA Workshop	<p>Galvan & Galvan, Ch 13 Gutiérrez, Morales, & Martinez (2009) (BB)</p> <p>Use the scholarly paper rubric to make sure your paper contains all necessary elements. Revise accordingly.</p>
Week 14	ONLINE – April 25	
4/25-5/1	Final draft	5/1: 14.1 Final draft due by midnight (50 pts).
Week 15	Face-to-Face Session #8 – May 2	
5/2-5/4	Final reflections	5/4: 15.1 - Journal #4 – Post your final thoughts and reflections on the writing process over the course of the semester to the full-class discussion board by midnight (5 pts).

**** Syllabus is subject to change**

TED 5304: Evaluation Criteria for Scholarly Paper

Criterion	Acceptable for Submission as Scholarly Paper	Revise and Resubmit (Minor Revision Required)	Revise and Resubmit (Major Revision Required)	Reject
Understanding of Audience	The paper is directed toward scholars and/or professionals in the field of education.	The paper is generally directed toward scholars or professionals, but some material or aspects of tone/style are inappropriate for this audience.	The paper has a focused audience, but choice of material, tone, or style indicate an audience that are not scholars or professionals.	The paper does not have a focused audience.
Foundation of Knowledge	Paper demonstrates a professional command of the subject matter.	Paper demonstrates above average command of subject matter.	Paper demonstrates some general understanding of the subject matter.	Paper explains some concepts, but overlooks critical details.
	The scholarly conversation about the topic is analyzed and synthesized; paper shows how ideas are related.	Analysis, synthesis, or relationships among ideas are explored, but not as fully as they could be.	Analysis, synthesis, or relationships among ideas are only superficially explored.	Analysis, synthesis, or relationships among ideas are not provided.
Organization of Ideas	Introduction establishes the topic's importance, identifies the research question or theme, and establishes a thesis.	Introduction is missing one of the elements discussed in the "Acceptable for Publication" column.	Introduction is missing two of the elements discussed in the "Acceptable for Publication" column.	Introduction does not establish importance, identify focus of the paper, or establish a thesis.
	Major sections of body follow a logical sequence; organization within sections is logical and consistent. If section headings are used, they are clear and logically placed.	Major sections of body generally follow a logical sequence; organization within sections is basically logical, but may have some inconsistencies. If section headings are used, they are clear and logically placed.	Body of paper is not structured in a logical sequence, or not all sections or paragraphs follow a logical order. If section headings are used, they are vague and/or illogical.	The logical structure of the body of the paper is unclear or relies only on simple narrative; organization between paragraphs is difficult to determine. If section headings are used, they are vague and/or, illogical.
	Transitions between and within sections are effective.	Transitions are generally, but not always, effective.	Transitions are mostly ineffective.	Transitions are missing or are ineffective.
	Conclusion (or closing section) reiterates the main points, reiterates the thesis, and discusses implications for practice or future research.	Conclusion (or closing section) is missing one of the elements discussed in the "Acceptable for Publication" column.	Conclusion (or closing section) is missing two of the elements discussed in the "Acceptable for Publication" column.	Conclusion (or closing section) does not reiterate main points, reiterate thesis, or discuss implications of the research.

Research Skill & Development of Argument	Literature review provides a professional and comprehensive synthesis of a complex body of information.	Literature review provides fairly strong synthesis of information; a few sources may seem inappropriate or unrelated; some opportunities to connect ideas across sources are not taken.	Literature review provides little or inadequate synthesis of information; sources are largely unrelated or inappropriate; or connections across sources are not made.	Literature review fails to provide adequate synthesis of information; sources are generally inappropriate or merely listed.
	Thesis makes a clear, strong, arguable claim that is clearly articulated, synthesizes research, and draws specific conclusions about the current scholarly conversation related to it.	Thesis makes a claim that could be stronger, more arguable, or more clearly articulated. The claim synthesizes research and draws general conclusions about it, but the body takes a few tangents.	Thesis does not make a strong, arguable, clearly articulated claim that synthesizes the research. Thesis is not fully supported by evidence and/or does not draw specific conclusions.	Thesis is difficult or impossible to identify or understand, is not supported by research, or is inappropriate in scope and direction.
	Evidence supports every claim made in the paper.	Evidence supports most claims made in the paper.	Evidence supports only some claims made in the paper.	Claims are offered without evidence.
	The review incorporates more than the minimum	The review incorporates at least the minimum number	The review incorporates fewer than the minimum	The review incorporates much fewer than the

	number of sources required; it uses a variety of reliable resources.	of sources required; it reflects the use of a smaller variety of resources, but most are reliable.	number of sources required; it depends on too few types of resources, or uses too many unreliable sources.	minimum number of sources required, depends on one or two types of resources, or most of the resources used are unreliable.
Writing Skill	Paper demonstrates an excellent command of grammar, spelling, and mechanics and is free of distracting errors.	Paper demonstrates a good command of grammar, spelling, and mechanics and has only a few distracting errors.	Paper demonstrates a fair command of grammar, spelling, and mechanics, but has consistent patterns of error that should be addressed.	Paper has serious and consistent patterns of error in grammar, spelling, and mechanics that must be addressed.
	Writing style is clear and concise; sentence structure is varied; tone is consistent and appropriately professional/scholarly.	Writing style is generally clear and concise, but could benefit from further revision. Sentence structure could be more varied. Tone is generally consistent and professional/scholarly.	Writing style is generally understandable but wordy or under-explained. Sentence structure is noticeably repetitive. Tone is uneven or too conversational.	Writing style is very hard to understand in most of the text. Tone is uneven, inappropriate, excessively conversational, or unprofessional.
	Word use is appropriate and accurate.	Word use is generally appropriate and accurate. May have a few misused words.	There are frequent, noticeable errors or inappropriate uses of words.	There are frequent, noticeable errors or inappropriate uses of words.
	Paper has been thoroughly proofread and contains no errors.	Paper has only minor proofreading errors.	Paper has major proofreading errors.	Paper has major proofreading errors.
Citations & References	Reference list and in-text citations follow APA format.	Reference list and in-text citations follow APA format, but there are a few minor errors.	Reference list and in-text citations follow APA format, but there are many minor errors or a few serious errors.	Reference list and in-text citations do not follow APA format.
	Reference list provides bibliographic information for every source mentioned in the paper. All listed sources are cited within the text, and all cited sources are listed in the reference list.	Reference list provides bibliographic information for almost every source mentioned in the paper. One source may be missing from either the reference list or the in-text citations.	Reference list is missing bibliographic information for some sources mentioned in the paper. More than one source may be missing from either the reference list or the in-text citations.	Reference list is missing bibliographic information for many sources mentioned in the paper. Sources not cited in the paper are present in the reference list, or sources cited in the paper are not listed in the reference list.
	In-text citations clearly and accurately identify every author whose ideas are referred to, discussed, summarized, paraphrased, or quoted.	In-text citations identify every author whose ideas are referred to, discussed, summarized, paraphrased, or quoted. One or two citations are vague or inaccurate.	In-text citations are present, but many are unclear, misplaced, or missing.	In-text citations are generally inconsistent, unclear, misplaced, or missing.
APA Style	Title page and any section headings follow APA format.	Title page and any section headings follow APA format, but have some errors.	Title page and any section headings do not follow APA format, or have many obvious errors.	Title page is missing or lacks key elements of APA style. Any section headings used do not follow APA format.
	An abstract of 100-150 words summarizes the purpose, major claims, and findings of the paper.	The abstract is slightly shorter or longer than recommended. Abstract may not mention one of the three elements discussed in the "Acceptable for Submission" column.	The abstract is much shorter or longer than recommended. Abstract may not mention two of the three elements discussed in the "Acceptable for Submission" column.	The abstract is missing or does not mention the three elements discussed in the "Acceptable for Submission" column.

Sources: APUS, <http://edweb.sdsu.edu/Courses/Ed690DR/grading/literaturereviewrubrique.html>, UTEP Teacher Education scholarly paper requirements.