

TED 5304 Scholarly Writing for Educators (Online)
Summer 2019

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Course Information

TED 5304-010: Scholarly Writing for Educators Online [CRN 33759]
3 credit hours

Course Description

This is an entirely online course, meaning students will participate in online activities that cover topics and issues related to academic writing, effective peer editing and review, research strategies, documentation, and the writing process. 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 course that will require a significant investment of time. 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.

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 chosen by the student;
- 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 and produce APA formatted bibliographies;
- 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.

These books can be purchased at the university bookstore or through online venues such as bookfinder.com.

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.
- 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 (26 points)

Paper proposal & annotated bibliography (8 points)

Drafts of paper (10 points)

Peer review (6 points)

Final research paper (50 points) – details included below and in the rubric at the end of this syllabus

Posting Assignments & 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 the discussion board for that assignment, create a new thread, then post the respective assignment. Peer feedback on assignments and drafts of paper will be posted by accessing the assignment that requires peer feedback in the same way described above, 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 Track Changes feature of MS Word (this form and a document providing information on how to use Tracked Changes can be found in in the Learning Modules). Upload both of these documents by replying to the thread where your classmate's assignment is posted when providing feedback to your classmates.

Please pay attention to the due dates for assignments by closely following the course schedule of 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 late. Assignments that are submitted three days past their due date will not be accepted and students will not receive credit for them.

Assessment of Student Learning Outcomes

	Student Learning Outcome	Activities and Assessments
(1)	Produce a 10-15-page thesis-driven literature review paper on a current and compelling educational topic chosen by the student.	*Assignment 14.1 - Final draft of paper, graded according to the "TED 5304 Scholarly Paper Rubric" (see appendix)
(2)	Construct a solid, well-grounded academic argument that is sufficiently supported by evidence from the research literature.	*Assignments 3.1; 8.1; 10.2; 14.1
(3)	Develop clear and concise summaries and syntheses of the research literature.	*Assignments 2.1; 5.1; 8.1; 10.2; 14.1
(4)	Be able to use tools for online literature research, including library databases; to evaluate the credibility of sources; and to distinguish between scholarly sources and popular sources.	*Assignments 4.1; 4.2; 5.1; 8.1; 10.2; 14.1
(5)	Organize and summarize sources and produce APA formatted bibliographies.	*Assignments 5.1; 5.2; 14.2
(6)	Work cooperatively and collaboratively with peers in brainstorming topics, sharing information on sources, clarifying ideas, and providing substantive feedback on assignments and drafts.	*Assignments 2.2; 5.2; 6.2; 12.1
(7)	Reflect on their own histories and personal styles as writers in order to become aware of effective strategies for academic writing.	*Assignments 1.1; 7.2; 10.1; 16.1
(8)	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.	*Assignments 6.1; 8.1; 10.2; 14.1

(9)	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.	*Assignments 6.1; 8.1; 10.2; 14.1
(10)	Show a clear understanding of audience through the use of an academic style/ tone directed towards researchers and professionals in the field of education.	*Assignments 6.1; 8.1; 10.2; 14.1
(11)	Understand intellectual property and what constitutes plagiarism; demonstrate academic integrity with their writing.	*Assignments 5.1; 5.2; 7.1; 10.2; 11.2; 14.1

Grading

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

Communication Plan

Online 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.

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 1)
- Draft of thesis statement (due Week 3)
- Paper proposal and annotated bibliography (due Week 3)
- 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 **but you must email me your draft as a Word document to ajbach@utep.edu**. The window for my review of drafts will be **June 9th – June 16th**. 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). If you do not email me your draft during this window, I will not provide feedback on your draft and you will only receive feedback on the final paper. I recommend not waiting until June 16th

to send your draft, as it might get backlogged with other drafts. ****If you make no revisions to a draft and instead resubmit an unchanged draft as a new, revised draft (e.g. if you submit an unchanged first draft as a second draft, or if you submit an unchanged third draft as your final paper or if you make formatting changes but no substantive changes to the content of your paper), you will receive a grade of “zero” for that assignment.**

Students with Disabilities

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 915-747-5148 for general information about the Americans with Disabilities Act (ADA).

Online Communication Reminders

Learning is a social endeavor. Because this is an online class I encourage and require communication between the class members. Many course assignments require you to work with each other and/or make suggestions on another student’s work. Please always be respectful, make honest and constructive suggestions, and be prompt when the assignment asks you to respond to your classmate’s work.

Course Schedule

Week 1	Learning Module (LM) Content	Assigned Readings	Assignments
5/13-5/19	Introductions Exploring our writing histories What is a literature review? Writing a good summary	Galvan & Galvan, Ch 1-2 Richards & Miller, Ch 1-2 Graff & Birkenstein, Preface, Intro, Ch 1-2 Morrison et al. article (BB)	<p>Tuesday: <i>I.1</i> Complete Syllabus & Blackboard Quiz located under Week 1 of the Learning Module by midnight. (2 points)</p> <p><i>I.2</i> Writing Journal #1: Post autobiographical sketch to your Writing Group by midnight (2 pts)</p> <p>Thursday: <i>I.3</i> Complete Quiz #2 located under Week 1 of the Learning Module on Week 1 readings and Blackboard content by midnight. (2 pts)</p> <p>Sunday: <i>I.4</i> Post Summary of the Morrison et al. (2008) article to your Writing Group by midnight. (3 pts)</p>

Week 2			
5/20-5/26	<p>Introduction to library databases</p> <p>Distinguishing between popular and scholarly texts</p> <p>Evaluating source credibility</p> <p>Generating a topic for your paper</p> <p>Reading and note-taking</p> <p>What is a good synthesis?</p>	<p>Graff and Birkenstein, Ch 3-4</p> <p>Galvan & Galvan, Ch 3-7</p> <p>Richards & Miller, Ch 3</p> <p>Au (2009) (BB)</p> <p>Nichols & Berliner (2008) (BB)</p>	<p>Monday:</p> <p>2.1 Post Feedback on the Summaries of two Writing Group Members by replying to the thread where they posted their summaries on your writing group page; Please comment on the organization and presentation of your classmates' summaries rather than the content itself (i.e. what was done well, what could have been better) by midnight. (1 pt)</p> <p>2.2 Post Online Search Exercise Assignment to Full Class Discussion Board. (1pt)</p> <p>Tuesday:</p> <p>2.3 Complete Quiz #3 located under Week 2 of the Learning Module on readings and Blackboard content by midnight (2 pts)</p> <p>Thursday:</p> <p>2.4 Post a Synthesis of Au (2009) and Nichols & Berliner(2008) to your Writing Group on the appropriate assignment thread on your writing group page by midnight (see assignment description on assignment thread on writing group page) (4 points)</p> <p>Saturday:</p> <p>2.5 Peer Review of two Writing Group Members' Syntheses by midnight by replying to the thread where they posted their syntheses on your writing group page. (1 pt)</p> <p>Sunday:</p> <p>2.6 Post completed Research Question Thesis Statement Handout to your writing group on the appropriate assignment thread by midnight (2 pts)</p>

Week 3			
5/27-6/2	Constructing an annotated bibliography Developing your thesis statement Writing a paper proposal	Richards and Miller, Ch 4 Galvan & Galvan, Ch 8-9 Graff & Birkenstein, Ch 5-7	<p>Monday: 3.1 Peer Review of Research Question Thesis Statement Handout Activity of two Writing Group members by midnight by replying to the thread where they posted this assignment (1 pt)</p> <p>Tuesday: 3.2 Complete Quiz #4 located under Week 3 of the Learning Module on Week 3 readings and Blackboard content by midnight. (2 pts)</p> <p>Thursday: 3.3 Post an Annotated Bibliography of 8-10 Sources related to your topic to your writing group on the appropriate assignment thread by midnight (4 pts)</p> <p>Sunday: 3.4 Paper Proposal with Thesis Statement due to your writing group on the on the appropriate assignment thread by midnight (5 pts)</p>
Week 4			
6/3-6/9	Pre-writing strategies (freewriting, outline) Organizing an argument Constructing solid introductions Quoting, summarizing, and paraphrasing Citations and attributions	Graff & Birkenstein, Ch 8-11 Richards & Miller, Ch 5 Galvan & Galvan, Ch 10-12	<p>Monday: 4.1 Peer Review on Proposals of two writing group members by midnight by replying to their threads where they posted this assignment (1 pt)</p> <p>Tuesday: 4.2 Post Outline with Thesis Statement and supporting statements for your argument with evidence from the literature to your writing group by midnight (2 pt)</p> <p>Wednesday: 4.3 Writing Journal #2: Post response to "What kind of writer are you?" (based on Richards and Miller, pp. 15-20) to your writing</p>

			<p>group by midnight (2 pts)</p> <p>Sunday: 4.4 Draft #1 due to your writing group by midnight (3 pts)</p> <p>**Submit one of your drafts to professor at ajbach@utep.edu anytime between June 9 –16 for feedback**</p>
Week 5			
6/10-6/16	<p>Coherence/cohesion Developing your argument Improving organization Review of in-text citations and attributions Checking for plagiarism</p>	<p>Graff & Birkenstein, Ch 12-15 Richards & Miller, Ch 6</p>	<p>Monday: 5.1 Upload Draft #1 to writing group and Safe Assign by midnight. Upload to Safe Assign by clicking on the icon towards the end of the Learning Modules weekly content and following directions provided.</p> <p>Thursday: 5.3 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) (2 pts)</p> <p>Sunday: 5.4 Draft #2 due to writing group by midnight. Be sure to use the Scholarly Paper Rubric as a guide when writing and revising your draft. (3 pts)</p> <p>**Submit one of your drafts to professor via email anytime between June 9 –16 for feedback**</p>
Week 6			
6/17-6/23	<p>Peer review Revising and editing Refining organization of ideas/argument Writing Center</p>	<p>Graff & Birkenstein, Ch 17 Richards & Miller, Ch 7 Galvan & Galvan, Ch 13</p>	<p>Tuesday: 6.1 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</p>

			<p>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) (2 pts)</p> <p>Sunday: Upload Revised Draft of your paper to Safe Assign by midnight. Upload to Safe Assign by clicking on the icon towards the end of the Learning Modules weekly content and following directions provided.</p>
Week 7			
6/24-6/30	Final draft Final reflection		<p>Thursday: 7.1 Final Draft of paper due to professor via email and to Safe Assign by midnight. Papers will not receive a final grade until they are uploaded to Safe Assign one final time (50 pts)</p> <p>Sunday: 7.3 Final Reflection due to full-class discussion board by midnight. (3 pts)</p>

Standards of 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 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.

Cheating may involve copying from or providing information to another student; Possessing unauthorized materials during a test; Falsifying research data on laboratory reports.

Plagiarism means the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors.

Collusion involves collaborating with another person to complete an assignment without the professor's permission; Committing any academically dishonest act.

The following are just a few reminders of things that you should be aware of:

- Any time you use material or **ideas** from any source – including journals/books, colleagues, websites, course materials – you must identify the source.
- Turning in even part of a paper that was used in another course is considered plagiarism, unless you have permission from both instructors.
- If you paraphrase or summarize a source, you must cite it.
- Collaboration means a group of people come together and devise a plan. Copying is taking someone else's words and using them in a way that is very similar or identical to way the originator used them. Copying is cheating.
- I would rather you stumble through and submit your honest work with all its imperfections than to copy the work or ideas of another without properly citing them.

**** 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.