

Practicum/Independent Study: Writing a Literature Review Spring 2020

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COURSE INFORMATION

TED 6395-004/6305-002/5396-001 Practicum/Independent Study: Writing a Literature Review
CRNs 24355/27745/29397
3 credit hours

COURSE DESCRIPTION

This is primarily an 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, 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 use UTEP library resources to support their research and will develop their writing with the assistance of peer/instructor review and through multiple revisions. Students will work closely with peers and the instructor 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.

STUDENT LEARNING OUTCOMES

In completing this course, students will:

- Produce a 10-12-page (Master's students)/18-20-page (Doctoral students) thesis-driven literature review paper on an 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 library databases for research, evaluate the credibility of sources, and distinguish between scholarly sources and popular sources;
- Develop written discussions about bodies of scholarship using summaries and syntheses;
- Work collaboratively with peers to develop topics, clarify ideas in writing, and provide substantive feedback on other assignments and written drafts;
- Correctly use APA style in the formatting of the paper, as well with in-text citations and references; include at least 18-20 (Master's students)/ 30-35 (Doctoral students) 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 and demonstrate academic integrity throughout the course and in their writing.

COURSE READINGS

Required books:

- *Machi, L & McEvoy, B. (2016). *The Literature Review: Six Steps to Success* (3rd Edition). New York: Corwin Publishers. (ISBN 978-1-5063-3624-4)
- *Graff, G. & Birkenstein, C. (2018). *They Say / I Say: The Moves That Matter in Academic Writing* (4th edition). New York: W.W. Norton & Co. (ISBN 978-0-393-63167-8)

*Note: These required texts are on reserve in the UTEP library, meaning you can check them out to use for several hours while in the library. Ask for them at the circulation desk by providing my name and our course number. The Graff & Birkenstein text on reserve, however, is an earlier (3rd) edition.

Recommended books:

- *American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th edition). Washington, D.C.: American Psychological Association. (ISBN: 978-1-4338-3216-1)

Selected articles on Blackboard (BB):

- Avineri, N. (2017). The noun and the verb of the literature review. In N. Avineri (Ed.), *Research methods for language teaching: Inquiry, process and synthesis* (pp 25-46). New York: Red Globe Press.
- Caraballo, L., Lozenski, B. D., Lyiscott, J. J., & Morrell, E. (2017). YPAR and critical epistemologies: Rethinking education research. *Review of Research in Education*, 41(1), 311-336.
- Cervantes-Soon, C. G., Dorner, L., Palmer, D., Heiman, D., Schwerdtfeger, R., & Choi, J. (2017). Combating inequalities in two-way language immersion programs: Toward critical consciousness in bilingual education spaces. *Review of Research in Education*, 41(1), 403-427.
- Falk, B. & Blumenreich, M. (2005). *The power of questions: A guide to teacher and student research*. Portsmouth, NH: Heinemann.
- Mirra, N., & Garcia, A. (2017). Civic participation reimagined: Youth interrogation and innovation in the multimodal public sphere. *Review of Research in Education*, 41(1), 136-158.
- Montouri, A. (2005). Literature review as creative inquiry: Reframing scholarship as creative process. *Journal of Transformative Education* 3(4), 374-393.

COURSE REQUIREMENTS

Successful completion of this course will be based on the following:

- Class assignments (12 points)
- Paper proposal & annotated bibliography (8 points)

- Drafts of paper (20 points)
- Peer reviews of drafts (10 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

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. If you foresee a problem with submitting your assignments on time, please contact me in advance of the due date.

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 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 to use the resources and librarians at the UTEP library for support as you research on your topic.

POLICIES AND PROCEDURES

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 Center for Accommodations and Support Services located in Union E Room 106. Students who have been designated as disabled must reactivate their standing with the Center for Accommodations and Support 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.

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	*Week of	Topics	Assignments Due* (in addition to readings)
1	Jan 21	Introduction to the course & literature reviews	
2	Jan 27	Overview of literature reviews, writing summaries	Article summary; Peer feedback on summaries
3	Feb 3	Reading and note-taking; Searching with online databases	
4	Feb 10	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 17	Developing an annotated bibliography and a paper proposal	Annotated bibliography; Paper proposal
6	Feb 24	Developing an argument; Meetings with instructor	Outline of paper
7	March 2	Searching the literature; Refining your topic	
8	March 9	Surveying and critiquing the literature Writing the literature review	
9	March 23	First drafts; Peer review	Draft #1 Peer feedback draft #1
10	March 30	Meetings with instructor	Make appointment @ UTEP Writing Center for next week
11	April 6	Refining your argument Adding supporting research	Appointment @ UTEP Writing Center
12	April 13	Second drafts; Peer review	Draft #2 Peer feedback draft #2
13	April 20	APA formatting; Final edits	
14	April 27	Final drafts	Final draft

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

**** Syllabus is subject to change**

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.