

Andrews University

School of Education

Leadership and Educational Administration Department

LEAD 637 Issues in Research
(2 credits)

Fall 2013

Instructor

Sylvia Gonzalez, PhD
Professor of Leadership and Educational Administration

Contact Information

sylviag@andrews.edu

Office Hours: By Appointment
Bell Hall Room 174c
Office Telephone: (269) 471-6702

Online Tools

<http://aumoodle.andrews.edu>

SYLLABUS

LEAD 637 Issues in Research

COURSE DESCRIPTION

This course helps students develop skills in finding, reading and evaluating quantitative and qualitative research. It is also designed to help students organize a literature review in their topic of preference that could eventually serve as the basis for Chapter 2 in their dissertation proposal.

PRE-REQUISITE

A pre-requisite to this course is EDRM 505 Research Methods or an equivalent course. If a participant in Leadership, Higher Education or Educational Leadership K-12 has not had this prior training and knowledge in research methods, please contact the instructor prior to the beginning of the class, to set up some additional reading plan.

CREDIT HOURS

This course is offered for 2 credits, 60 hours being considered 1 credit hour. In LEAD 637 it is expected that you will spend **at least 12 hours** each week during **13 weeks** of this class. A suggested weekly schedule to divide your time is provided:

- Readings: 4 hours
- Interactive Discussion on the Readings: 4 hours
- Assignments: 4 hours (more hours needed when doing literature review)

MISSION, ELEMENTS, AND STANDARDS

The mission, elements, and standards that guide this course are the following:

I. Andrews University Mission

- a. Andrews University educates its students for generous service to the church and society in keeping with a faithful witness to Christ and to the worldwide mission of the Seventh-day Adventist Church.

II. School of Education (SED) Mission and Elements

a. *Mission*

- i. The mission of the School of Education at Andrews University is to serve an international clientele, preparing educators for excellence in thinking, teaching, service, and research. As companions in learning, students and faculty are committed to global Christian service. The mission is succinctly captured in the phrase, “To Educate is to Redeem”, through

harmonious development of students for service. The mission is expressed through six Elements that reflect the ideal development for all graduates of the School of Education. They are:

b. *Elements*

- i. **Worldview (WV)** – addresses appreciation of the perspective of others and development of a personal philosophy from which action and service arise.
- ii. **Human Growth and Change (HGC)** – addresses principles of group behavior and learning, and the use of these principles to effect positive change.
- iii. **Groups, Leadership, and Change (GLC)** – addresses principles of group behavior and the use of these principles to effect positive change for individuals and organizations.
- iv. **Communication and Technology (CT)** – addresses oral, written, intrapersonal, and interpersonal communication as the essence of human behavior and technology as it enables, supports, and enhances human interaction and learning.
- v. **Research and Evaluation (RE)** – addresses valuing and conducting disciplined inquiry for decision-making.

III. Personal and Professional Growth (PPG) – addresses commitment to holistic personal and professional growth. Leadership and Educational Administration Department (LEAD)

a. *Mission*

The Leadership and Educational Administration Department develops a community of scholar-practitioners who transform the power of knowledge into global service.

b. *Elements*

The unique LEAD conceptual framework is based on the following elements:

- i. **Contextualism** – Graduates of LEAD will relate current knowledge and practices with past experiences in the appropriate contexts (cultural, political, economic, etc.).
- ii. **Collaboration** – Graduates of LEAD will value the strength derived from cross-fertilization of ideas and experiences from different disciplines, and the establishment of working relationships among individuals and groups within and without an organization.
- iii. **Visionary** – Graduates of LEAD will possess knowledge and skills to articulate a vision and engage in strategic planning activities.
- iv. **Developmental** – Graduates of LEAD will acquire knowledge that will enable them to process inputs of an organization (material and human resources) in order to maximize their potentials using the latest available means.

PROGRAM LEVEL LEARNING OUTCOMES

The following are the Department of Leadership and Educational Administration student learning outcomes. Asterisks (*) denote the alignment between these program learning outcomes and LEAD 637.

GOALS	STUDENT LEARNING OUTCOMES (SLO)	DIMENSION OF OUTCOMES	ALIGNMENT TO (SLO) FOR LEAD 637
Leadership and the Self: Competencies that focus on the self-awareness and the personal and professional identity required when practicing leadership	Philosophical Foundations	Leadership functions within the context of multiple perspectives and understands how their own worldview influences their practices	**
Leadership and the Self: Competencies that focus on the self-awareness and the personal and professional identity required when practicing leadership	Ethics, Values, and Spirituality	Leadership functions from a set of principles and standards that guides their work and all their relationships with others	**
Leadership and the Self: Competencies that focus on the self-awareness and the personal and professional identity required when practicing leadership	Learning and Human Development	Leadership understands the principles of learning and is committed to and practices continuous personal, interpersonal and organizational learning	**
Leadership with Others: competencies that focus on the interpersonal aspects of leadership. Growth and development of others is an essential function of leadership	Effective Communication	Leadership fosters effective communication in all internal and external interactions, to establish and maintain cooperative relationships	*
Leadership with Others: competencies that focus on the interpersonal aspects of leadership. Growth and development of others is an essential function of leadership	Mentor/Coach	Leadership promotes relationships that are trust-centered, providing the kind of empowerment that results in personal and performance improvement toward satisfying mutual objectives	
Leadership with Others: competencies that focus on the interpersonal aspects of leadership. Growth and development of others is an essential function of leadership	Social Responsibility	Leadership understands social systems and is accountable to others and endeavors to see that timely, community, and environmental needs are met in local and, as appropriate, in global ways	
Leadership and Research: Competencies that focus on the need to use data to communicate, persuade, and make decisions, and to contribute to the knowledge base for leadership. Competence in research needs to include both qualitative and quantitative methods. Research skills are often necessary while engaging in organizational development, assessment and evaluation, and other leadership projects	Reading and Evaluating Research	Leadership critiques the adequacy of research reports, conducts literature reviews using electronic sources, and relates research to the body of knowledge in their professional field	***
Leadership and Research: Competencies that focus on the need to use data to communicate, persuade, and make decisions, and to contribute to the knowledge base for leadership. Competence in research needs to include both qualitative and quantitative methods. Research skills are often necessary while engaging in organizational development, assessment and evaluation, and other leadership projects	Conduct Research	Leadership understands the logic and processes of scientific inquiry, explains major research methodologies, formulates empirically driven research problems, selects appropriate research designs, explains standards for data collection, and conducts basic data collection and analysis	***

<p>Leadership and Research: Competencies that focus on the need to use data to communicate, persuade, and make decisions, and to contribute to the knowledge base for leadership. Competence in research needs to include both qualitative and quantitative methods. Research skills are often necessary while engaging in organizational development, assessment and evaluation, and other leadership projects</p>	<p>Reporting and Implementing Research</p>	<p>Leadership adequately communicates research findings and implements the finding in the workplace</p>	<p>***</p>
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ALIGNMENT TO PROGRAM COMPETENCIES AND STANDARDS

Leadership Program

Competency 4a – Reading and evaluating research – Leadership critiques the adequacy of research reports, conducts literature reviews using electronic sources, and relates research to the body of knowledge in their professional field.

Competency 4b – Conducting research – Leadership understands the logic and processes of scientific inquiry, explains major research methodologies, formulates empirically-driven research problems, selects appropriate research designs, explains standards for data collection, and conducts basic data collection and analysis.

Higher Education Program

Competency 4a – Conducting, evaluating and reporting research. Higher Education Administration understands the logic and processes of scientific enquiry, explains major research methodologies, formulates empirically-driven research problems, selects appropriate research designs, conducts basic data collection and analysis and adequately communicates research findings and implements the findings in the workplace.

K-12 Educational Leadership Program

Standard 10 – Participants who complete the program are educational leaders who apply knowledge which promotes the success of every student by understanding and comprehensively applying research and evaluation for effective decision making.

COURSE OBJECTIVES

At the end of this course, participants will show knowledge and skills in the following:

1. Understanding basic research designs common to their fields of research
2. Understanding quantitative and qualitative research methodologies
3. Using library online research resources
4. Reading, evaluating, and critiquing research articles
5. Writing a literature review related to their topic of interest
6. Using Endnotes as a research tool
7. Applying the *Andrews University Standards for Written Work* (12th ed.), as well as the *American Psychological Association Manual* (6th ed.) in their articles critiques and literature review.

COURSE STRUCTURE

This course will be delivered entirely online through the learning management system Moodle (<http://aumoodle.andrews.edu>). You will use your Andrews University username and password to login to the course from the Moodle AU page. In Moodle, you will access online lessons, course materials, and resources.

TEXTBOOKS

The following textbooks are required for this course:

American Psychological Association. (2009) *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association. ISBN 978-1433805615

Andrews University Standards for Written Work (12th ed.). Berrien Springs, MI: AU School of Graduate Studies. (You can download it from the Leadership website, www.andrews.edu/leadership).

Galvan, J. L. (2013). *Writing literature reviews: A guide for students of the social and behavioral sciences* (5th ed.). Glendale, CA: Pyczak Publishing. ISBN 978-1-936523-03-0

Pyczak, F. (2013). *Evaluating research in academic journals: A practical guide to realistic evaluation* (5th ed.). Glendale, CA: Pyczak Publishing. ISBN 978-1-936523-02-0

Endnotes X7 or X6 Bibliographical Software. (AU has a site license, go to James White Library, <http://helpdesk.andrews.edu/endnote> to download it.)

COURSE REQUIREMENTS

1. Before classes start on September 3, 2013

- a. Make sure that your Moodle class link is working properly before the class begins. If you are new to Moodle, you can learn how to use it by clicking on the learning tutorial.
- b. Upload your personal profile: name, occupation, program in which you are currently registered, and your topic of preference.

2. Instructions for logging on to Moodle

- a. Access Moodle by going to: aumoodle.andrews.edu/
- b. Enter your Andrews University username and password.
- c. For Moodle tutorial log onto: www.andrews.edu/.../andrews_university_student_guide_to_moodle.pdf or www.andrews.edu/services/dlit/instructional_tech/moodle.html

Contact persons in case of problems with Moodle:

- For help if your username or password do not work, or to get answers to any other technology questions, you may contact Marsha Beal at dlit@andrews.edu, or at (269) 471-6200.

- For questions on the Moodle learning tutorial or the Moodle site, or problems in putting your profile and your photo on the site, contact Matthew Tinkham, Jr., Graduate Assistant, at (tinkham@andrews.edu)
- Please e-mail me at sylvia@andrews.edu when you need to communicate with the instructor personally.

3. Weekly participation in the discussion forums. This is an online course and your participation in the two Class Discussion Forums is required. **This is an extremely important requirement of the class.**

a. Weekly reflection forum

You are required to post at least one entry per week. The reflection will be linked to the book *C.R.E.A.T.I.O.N. Health Discovery: God's Guide to Health and Harmony* by Des Cummings, Jr., PhD, executive vice president of business development for Florida Hospital and the Florida Division of the Adventist Health System, and Monica Reed, MD, chief executive officer (CEO) of Florida Hospital Celebration Health. This reflection forum will be moderated by Matthew Tinkham, Jr., Graduate Assistant for Dr. Sylvia Gonzalez. You need to post at least one posting in this forum per week.

b. Content knowledge discussion forum

You are required to participate every week by reading the assigned chapters, interacting with the other participants in the discussion, and submitting your assignments. At least three *meaningful* postings are expected each week. The discussion will take place between Monday and Friday of each week. After Friday at 4:00pm, the discussion for that specific week will be closed.

4. LiveText Membership

- The School of Education has chosen LiveText, an accreditation data management system, to facilitate student submissions of required evidences of competence from student candidates for careers in education. Thus, Live Text Membership is required for all students. If you have not yet purchased your Live Text license, please do so right away from the AU bookstore or at LiveText.com.
- Live Text Membership provides each student with a personal online digital workspace to author class assignments, journals, and e-portfolios, or to create your own secured access web space. Your one-time membership fee covers your use of LiveText until you complete your educational program, and one year beyond. Using LiveText will enable you to author and submit a number of pieces of your required work on-line including creative forms-written, digitally designed, audio, or video clips.
- In addition to meeting course and program requirements through LiveText, you can create Visitor's Passes which enable you to quickly and easily showcase your portfolios, achievements, and creative work to prospective employers and other interested parties.

COURSE OUTLINE

DATE	READINGS	ASSIGNMENTS <i>You will be graded on assignments labeled "ASSIGNMENT"</i>
Week 1 (Sept. 3-6)		<ul style="list-style-type: none"> • Obtain the textbooks prior to this date (extremely important). • Do the Moodle Tutorial if you are new to it. • Write and upload your personal profile. • Get to know each other. • Choose one participant whose topic is close to yours and become "partners" to coach and support each other.
Week 2 (Sept. 9-13)	<p>Participate in discussion forum on the following readings:</p> <p>Pyrczak, <i>Evaluating research</i>:</p> <ul style="list-style-type: none"> • Chapter 1- Background for evaluating research reports • Chapter 2- Evaluating titles • Chapter 3- Evaluating abstracts 	<ul style="list-style-type: none"> • Find 2 articles in academic journals (last five years) related to the topic of your dissertation. • Use Endnotes to keep your dissertation database. <p>ASSIGNMENT #1: Read a report of research published in an academic journal of your interest (preferably linked to the topic of your dissertation) and respond to the questions on page 12 of the textbook.</p> <p>*Drop in Dropbox by 12:00am on Sunday, September 15, 2013.</p>
Week 3 (Sept. 16-20)	<p>Participate in discussion forum on the following readings:</p> <p>Pyrczak, <i>Evaluating research</i></p> <ul style="list-style-type: none"> • Chapter 4- Evaluating introductions and literature reviews • Chapter 5- A closer look at evaluating literature reviews <p>Galvan, <i>Writing literature reviews</i></p> <ul style="list-style-type: none"> • Chapter 7- Building tables to summarize literature 	<ul style="list-style-type: none"> • Find three more articles in the topic of your dissertation, and upload them in Endnotes thus building your reference section for your literature review • Start building a literature review chart using the articles you are finding that are related to your topic.
Week 4 (Sept. 23-27)	<p>Participate in discussion forum on the following readings:</p> <p>Pyrczak, <i>Evaluating research</i></p> <ul style="list-style-type: none"> • Chapter 6- Evaluating samples when researchers generalize • Chapter 7- Evaluating samples when researchers do not generalize • Chapter 8- Evaluating measurer • Chapter 9- Evaluating experimental procedures 	<ul style="list-style-type: none"> • Obtain three more research articles on the topic of your dissertation and upload on Endnotes. • <i>*The goal is to have 20-30 good research articles in your literature review.</i> • Keep working on your literature review chart.

<p>Week 5 (Sept. 30-Oct. 4)</p>	<p>Participate in discussion forum on the following readings:</p> <p>Pyrczak, <i>Evaluating research</i></p> <ul style="list-style-type: none"> • Chapter 10- Evaluating analysis and results sections: Quantitative • Chapter 11- Evaluating analysis and results section: Qualitative • Chapter 12- Evaluating discussion sections <p>Galvan, <i>Writing literature reviews</i></p> <ul style="list-style-type: none"> • Chapter 5- Analyzing Quantitative Research literature • Chapter 6- Analyzing Qualitative Research literature 	<ul style="list-style-type: none"> • Obtain three more research articles for your LR. Try for a mix of approaches. Upload to Endnotes and to your literature review chart • Take one qualitative and one quantitative research article and explain briefly how you evaluate the points you have learned this week.
<p>Week 6 (Oct. 7-11)</p>	<p>Participate in discussion forum.</p> <ul style="list-style-type: none"> • Read the article critique material in this class and/or any other that you might find useful. • Read the article critique rubric. 	<ul style="list-style-type: none"> • Prepare a draft of an article critique. Use one of the articles to your database. • Add three more articles to your topic database. Upload to endnotes and to your literature review chart.
<p>Week 7 (Oct. 14-18)</p>	<p>Participate in discussion forum.</p> <ul style="list-style-type: none"> • How to critique an article 	<p>ASSIGNMENT #2: Submit your finished article critique. Use the rubric. *Drop in Dropbox by 12:00am on Sunday, October 20, 2013.</p>
<p>Week 8 (Oct. 21-25)</p>	<p>Participate in discussion forum on the following readings:</p> <p>Galvan, <i>Writing literature reviews</i></p> <ul style="list-style-type: none"> • Chapter 3- Selecting a topic and identifying literature for review • Chapter 4- General guidelines for analyzing literature • Chapter 8- Synthesizing literature prior to writing a review 	<ul style="list-style-type: none"> • Find three more articles for your literature review. Upload on endnotes and your literature review chart. <p>ASSIGNMENT #3: Share your table where you have summarized the literature you have up to now, table of definitions, research methods, and research results. *Drop in Dropbox by 12:00am on Sunday, October 27, 2013.</p>
<p>Week 9 (Oct. 28–Nov. 1)</p>	<p>Participate in discussion forum on the following readings:</p> <p>Galvan, <i>Writing literature reviews</i></p> <ul style="list-style-type: none"> • Chapter 9- Guidelines for writing a first draft • Chapter 10- Guidelines for developing a coherent essay 	<ul style="list-style-type: none"> • Start writing (aim for a total of 30 pages, which means 10 double-spaced pages per week. This is VERY REALISTIC). • Look at literature reviews of two dissertations in your topic and write an outline of what they have written. • Use AU format and APA style from the beginning! Learn how to reference in-text.
<p>Week 10 (Nov. 4-8)</p>	<p>Participate in discussion forum on the following readings:</p> <p>Galvan, <i>Writing literature reviews</i></p>	<ul style="list-style-type: none"> • Continue writing literature review (Aim for another 10 pages this week).

	<ul style="list-style-type: none"> Chapter 11- Guidelines on style, mechanics, and language usage 	
Week 11 (Nov. 11-15)	<p>Participate in discussion forum on the following readings:</p> <p>Galvan, <i>Writing literature reviews</i></p> <ul style="list-style-type: none"> Chapter 13- Preparing a reference list Chapter 14- Comprehensive self-editing checklist for refining first draft 	<p>ASSIGNMENT #4: Continue writing literature review and aim for another 10 pages this week. *Drop in Dropbox and name it "Literature Review Draft #1" by 12:00am on Sunday, November 10, 2013.</p>
Week 12 (Nov. 18-22)	No discussions, just work on literature review	<ul style="list-style-type: none"> Continue writing literature review.
Week 13 (Nov. 25-29)	<p>Thanksgiving BREAK! Relax and enjoy it with your family!</p>	
Week 14 (Dec. 2-6)	No discussions, just work on literature review	<p>ASSIGNMENT #5: Finish and submit your FINAL literature review. *Drop in Dropbox and name it "Final Literature Review" by 12:00am on Thursday, December 5, 2013.</p> <p><i>Note: Due date of literature review is final, as instructor will not be able to grade after December 6.</i></p>

EVALUATION

Forums

Participation in Online Discussion Forum	20%
Participation in Online Reflection Forum	5%

Five Dropbox Assignments*

Assignment #1: Textbook Questions	September 15	5%
Assignment #2: Article Critique	October 20	15%
Assignment #3: Literature Review Chart	October 27	10%
Assignment #4: Literature Review Draft #1	November 10	5%
Assignment #5: Final Literature Review	December 5	40%

TOTAL

100%

***Assignments need to be dropped in the Dropbox by the date indicated. If dropped at a later date, grade will be reduced by 5%.**

**** There will be no DG's (Deferred Grades) given in this class. All assignments will have to be finished within the semester.**

GRADING SCALE

Grade	A	A-	B+	B	B-	C+	C	C-	D	F
Percentage	95-100	90-94	85-89	80-84	75-79	70-74	65-69	60-64	55-59	0-54

RESEARCH ARTICLE CRITIQUE RUBRIC 2013

Level Area	Exceptional	Proficient	Satisfactory	Emerging	Unsatisfactory	Score
Selection of article. (Attach e-copy 1 to critique paper)	Peer-reviewed article with literature review and methods stated and empirical data (quantitative tables qualitative data) and full analysis (attached) 4	Peer-reviewed article with use of some data (quantitative, qualitative data) but limited analysis or smaller literature review 3	Peer-reviewed article with no data but literature review or some theoretical development 2	More magazine type than academic journal article 1	Poor selection and not worth reviewing 0	/4
Title, Name	Accurate APA listing of article, reviewers full name, and position 3	One mistake listing of article, reviewers full name, and position 2	Minor mistakes on APA reference or name, position 1	Major mistakes in APA reference or name, position 0	Missing 0	/3
Introduction	Introduction clearly states general topic-nature of article, how it was found and why it was selected. It also gives three-five sentences as advanced organizers of the content and structure of this critique 7-8	Introduction provides general nature of article but 1 of the following is missing or unclear: how it was found and why it was selected and advanced organizers of the structure 5-6	Introduction has about half of the following elements: general nature of article, how it was found and why it was selected and advanced organizers of the structure 3-4	Introduction has only vague description of the article and feeble review of what the critique will cover 1-2	Missing introduction 0	/8
Content Summary	Concise but comprehensive detailed review of content with appropriate quotes and citations of sections 16-20	Concise but comprehensive detailed review of content with appropriate quotes and citations of sections 11-15	Concise but comprehensive detailed review of content with appropriate quotes and citations of sections 6-10	Minimal review of contents 1-5	Missing 0	/20
Critique	Gracious use of others ideas and your own clear explanations to support, apply or critique article. Strengths and weaknesses reviewed well. Gives specifics on areas for improvement. 16-20	Careful critique of article's ideas but needs more external support for critique and better crafted suggestions or applications 11-15	Useful critique but lacks external support and suggestions or applications 1-10	Minimal comment on the article's values and strengths 1-5	Missing 0	/20
Conclusion	Clear conclusion that summarizes contribution of article and how you will use it in your research 4	Conclusion that has partial summary of contribution of article and how you will use it in your research 3	Conclusion is missing summary or how you will use it in your research 2	Weak conclusion that is unconnected to critique 1	Missing 0	/4
Mechanics	Polished APA style and AU formatting. Almost no evident mistakes 10-12	Good APA style and AU formatting. Only two or three minor mistakes 7-9	APA style and AU adequate enough to make it readable 4-6	Limited APA style and AU formatting 3-1	Very confusing 0	/12

References	Accurate APA reference list with perfect match to cited material. Reference list in Endnotes 4	One or two minor APA reference list mistakes or one poor match to cited material. Reference list in Endnotes. 3	Several APA reference mistakes and poor match to cited material. Reference list not in Endnotes. 2	APA list is not clear and poor match to in text references Reference list not in Endnotes 1	Missing 0	/4
Comments:					TOTAL	/75

Rubric adapted by Sylvia Gonzalez, PhD in 2013 from prior rubric (2008) by Dr. Duane Covrig.

This assignment is aligned to Leadership Competencies 4a, 4b, and 4c; Higher Education Competency 4; and K-12 Standard 10.

Checklist to complete before submission of article critique for evaluation

- Selection. Reflect before you select. Did you look for a really good article in really reliable journals with clear data collection. Thinking about this process is crucial to help you make sure you are “sampling” good literature in a systematic way. What were cues, before even reading the article, that it would be worth your time? Being reflective here will help you in future searching. Make an e-copy or hardcopy of your article and attach the original to your critique.
- Title with APA reference of article, your name and position as reviewer
- Intro. Give an introduction with general topical area, selection process, advance organizer sentences.
- Then summarize the piece using the following questions to guide you: Not all questions may apply.
 1. What was the research question, purpose, or reason for writing the article?
 2. What was the background literature reviewed and was it appropriate to the study? Was it reviewed well?
 3. What methods were used? Was sample, respondents’ data collection and analysis methods appropriate to research purpose and the literature reviewed?
 4. What were the findings and were they in keeping with purpose, research design?
 5. What were the main points in the discussion of the findings? What limitations/applications were made? What more could have been covered or further research ideas explored?
 6. What was the overall integration of the many components in this article. Use this in critiquing below.
- Provide a thorough Critique, using these questions to guide you:
 1. What were the strengths and weaknesses of the research. (Were the research purpose/methods and findings consistent with each other? Were the research purposes and literature reviewed consistent with each other? Were the research purposes and implications consistent with each other? Were the implications and the findings consistent with each other?)
 2. How could the research design be improved? (That is, given the research questions, purpose, or reason for research, what changes in methodology might result in clearer, sharper, more defensible findings and/or conclusions?)
- Conclude with a two part conclusion
 - A. Like the introduction give two to four sentence concluding the main contribution of this work and your recommendations on its usefulness to other practitioners or researchers like yourself
 - B. Statement of how this article will be useful for your research (the method, the findings, the literature reviewed, the general format, etc?)
- APA citations and references used are included in your work and polished according to APA
- Written mechanics: As you read, note the writing mechanics, format and style of your article. That same precision should come through in your critique.
- Use Endnotes for your Reference List

LITERATURE REVIEW RUBRIC (8/7/13)

Topic, Score	5 Exceptional	4 Proficient	3 Satisfactory	2 Emerging (subject to revision)	1 Unsatisfactory
Synthesis 40%	<ul style="list-style-type: none"> The research focus is clearly situated in broader scholarly literature and in a historical context Develops a new direction of research based on what has been done and what needs to be done Clarifies ambiguities and contradictions in the literature 	<ul style="list-style-type: none"> The research focus is situated in broader scholarly literature or in a historical context Effective examination leads to statement of new direction for research Gaps are acknowledged 	<ul style="list-style-type: none"> Some historical context Emerging new direction in the literature is evident Sufficient critical analysis and adequate review of key terms and gaps 	<ul style="list-style-type: none"> Limited historical context Limited critical analysis and partial review of key terms and gaps 	<ul style="list-style-type: none"> No historical context given Poor analysis of topic and field Key definitions and gaps missing
Methodology 10%	<ul style="list-style-type: none"> Critiques appropriateness and practical significance of research methods 	<ul style="list-style-type: none"> Identifies research methods and connects them to proposed research 	<ul style="list-style-type: none"> Research methods reviewed but limited link made to proposed research 	<ul style="list-style-type: none"> Research methods discussed but taken at face value 	<ul style="list-style-type: none"> Research methods not discussed
Significance 10%	<ul style="list-style-type: none"> Both the practical and scholarly significance of prior research are clearly reviewed and critiqued 	<ul style="list-style-type: none"> Both the practical and scholarly significance of prior research are reviewed and critiqued 	<ul style="list-style-type: none"> Some of the practical and scholarly significance of prior research are reviewed 	<ul style="list-style-type: none"> Either practical or scholarly significance are reviewed, but not both 	<ul style="list-style-type: none"> No comments made about the practical or scholarly significance of prior research
Search & Selection 10%	<ul style="list-style-type: none"> Evidence of a comprehensive and systematic search and selection of material Wide use of databases, experts, handbooks, and web resources Use of high quality sources, like peer-reviewed articles and empirical studies (quan and qual) 	<ul style="list-style-type: none"> Evidence of a broad search and selection of material Consistent use of databases, experts, handbooks, and web resources Selection of high quality material, like peer-reviewed articles 	<ul style="list-style-type: none"> Evidence of a basic search of some databases and resources Some use of databases, experts, handbooks, and web resources Some use of high-quality materials 	<ul style="list-style-type: none"> Evidence of a limited search Limited use of databases, experts, handbooks, and web resources A few well selected materials, but mostly non-scholarly resources 	<ul style="list-style-type: none"> No evidence of systematic or sufficient search No use of databases, experts, handbooks, and web resources Poor selection of material
Breadth & Scope 10%	<ul style="list-style-type: none"> Consistently explains why specific topics and material are used Gives criteria for inclusion and exclusion of sources 	<ul style="list-style-type: none"> Explains why specific topics and material are used Gives some criteria for inclusion and exclusion of sources 	<ul style="list-style-type: none"> Discusses some of the reasons for included and excluded literature 	<ul style="list-style-type: none"> Minor discussion of the reasons for included and excluded literature 	<ul style="list-style-type: none"> Does not discuss the criteria for inclusion or exclusion
Style & Format (APA and AU Standards) 10%	<ul style="list-style-type: none"> Models language, style, and format of scholarly literature Publishable 	<ul style="list-style-type: none"> Style and format standards consistently applied Accurately documented 	<ul style="list-style-type: none"> Few errors of style and format Most sources documented correctly 	<ul style="list-style-type: none"> Inconsistent style and format Lacks precision in use of quotations and citation of sources 	<ul style="list-style-type: none"> Style and format standards not applied Sources plagiarized Clarity compromised by errors

Mechanics (spelling, grammar, punctuation, sentence structure) 10%	<ul style="list-style-type: none"> • Free of mechanical errors • Smooth flow and effective transitions 	<ul style="list-style-type: none"> • Few mechanical errors • Good flow and strong transitions increase comprehensibility 	<ul style="list-style-type: none"> • Generally follows mechanical conventions, but with some minor errors • Appropriate transitions 	<ul style="list-style-type: none"> • Frequent mechanical errors • Ineffective transitions and flow from point to point 	<ul style="list-style-type: none"> • Numerous mechanical errors, making comprehension almost impossible
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This rubric has been adapted by Sylvia Gonzalez, PhD from Boote and Belle (2005). Scholars before researchers: On the centrality of the dissertation literature review in research preparation. *Educational Researcher*, 34(6), 3-15.

COURSE POLICIES

Communication with the instructor

Please remember that while the Internet is available 24 hours a day, your instructor is not. You can expect that your instructor will respond to an email message within 2 business days during the week, and may not be available to respond on weekends.

Maintain professional conduct online

The instructor will make every effort to provide a safe environment for you to share your opinions, ideas and beliefs. In return, you are expected to respect the opinions, ideas and beliefs of the other participants. Everyone has the right and the privilege to learn in the class, free from harassment and disruption.

Discussion boards

How will you proceed with the discussion boards? First, read the assigned readings as per the class outline. Respond to the questions posed by the instructor. Read what others have posted and exchange ideas with them. You must make at least three substantive responses in your weekly postings that will show the instructor that you have read and thought about the assigned readings. Keep the following in mind:

1. You must make at least three substantive responses in your weekly interactions in the discussion forum, and at least one in the reflection forum. What does this mean? That the instructor will be able to see that you read and thought about the assigned readings. Writing: “I also think the same”, or “Nice comment” is not considered a substantive comment.
2. Be respectful of others’ opinions, but also honest.
3. You do not need to respond to everyone in the class. Choose what issues you will address.
4. You will not have non-verbal cues and neither will the instructor. Communicate with the instructor when you are confused, or unhappy. You need to initiate communication when there is something that concerns you.
5. Please avoid using emoticons and if you want and feel you need to use them, do it only once in a while.

As a student of LEAD 637 and of Andrews University, you are expected to maintain a high degree of professionalism, commitment to active learning, and participation in this class, as well as integrity in your online behavior.

ACADEMIC DISHONESTY POLICY

In harmony with the mission statement, Andrews University expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters.

Academic dishonesty includes (but is not limited to) the following acts:

- Falsifying official documents;
- Plagiarizing, which includes copying others' published work, and/or failing to give credit properly to other authors and creators;
- Misusing copyrighted material and/or violating licensing agreements (actions that may result in legal action in addition to disciplinary action taken by the university);
- Using media from any source or medium, including the Internet (e.g., print, visual images, music) with the intent to mislead, deceive or defraud;
- Presenting another's work as one's own (e.g., homework assignments);

The submission of work, which includes the work or ideas of another without citing or attributing them to their author, possibly constitutes plagiarism. Plagiarism is not tolerated. **Assignments which are plagiarized will be given a failing grade and their authors treated in accordance with AU Honor Code on academic dishonesty as stated in the Andrews University Academic Calendar.**

Honesty in all academic matters is a vital component of personal integrity. Breaches in academic integrity principles are taken seriously. Acts of academic dishonesty as described in the University *Bulletin* are subject to incremental disciplinary penalties with redemptive intent. Such acts are tracked in the office of the Provost. Repeated and/or serious offenses will be referred to the Committee on Academic Integrity for recommendations on further penalties.

SPECIAL NEEDS ACCOMODATION

“Andrews University accepts and appreciates diversity in its students, including students with disabilities. Accordingly, students are encouraged to inform the university of any disability by contacting the Student Success Office. Students who are otherwise qualified for college may receive reasonable accommodations for disabilities if they have provided documentation by a qualified, licensed professional. Arrangements for accommodations should be made as early as possible after acceptance, and each semester. Students who suspect that they may have disabilities may also contact Student Success to inquire about the documentation process. More information about disabilities accommodations in college can be found at the government website: <http://www.ed.gov/about/offices/list/ocr/transition.html>” (2012-2013 *Andrews University Bulletin*, p. 23).

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