**Assignment #4: Synthesizing the Literature: A "Mini" Literature Review**

**(CLOs 1-4)**

**Points: 60**

**Due: Week 7 via the Submit Assignments’ link**

**(Online: Sunday, 11:59pm; Face-to-Face, prior to class)**

Assignment Progression:

**Assignment #2** had students reflect on personal educational philosophies/beliefs/experiences as related to a problem and the purpose for solving that problem. Your personal reflection was supported by scholars in the field.

**Assignment #3** had students search the library databases for current, credible, and relevant sources that connect with the topic reflected on in Assignment #2. This assignment focuses solely on the literature and what has been published on the topic.

**Assignment #4** is a literature review that focuses solely on the ideas of the experts in the field. Based on the topic you have outlined in the previous two assignments, you will search for literature that supports your claims.

Literature Reviews are "critical evaluations of material that has already been published" (APA, 2009, p. 10). This is not an opinion paper or essay; therefore, students are not to interject their own thoughts and ideas. Literature reviews help a researcher gain knowledge about a topic, as determined by researchers/experts in the specific field.

To complete the mini-literature review assignment, students must *Search*, *Read*, *Evaluate*, *Organize*, *Synthesize*, and *Write* based on one or two developed research question/s (refer to your completed assignments #2 and #3). Students are to write a 5-6 page paper based on the Problem/Purpose statements you previously completed. You will use the literature you obtained in the Annotated Bibliography to evaluate/synthesize (compare/contrast) the concepts and key ideas of your sources. This [template](https://docs.google.com/document/d/1GkyGJEP_wNtDD22m8u5wdMXiqTVX70Sz7CTcUG22pwg/edit?usp=sharing) has been provided to assist you with organizing and synthesizing key concepts and/or themes.

The body of your mini-literature review will begin with an introductory paragraph to your paper, followed by a brief overview of your topic. Define your problem as it exists in the field, provide a history/timeline of the problem, discuss who was behind the efforts to examine or improve the problem (experts in the field). Look at both sides of the problem. Then, consider a potential solution to the problem by considering the research-based best practices you have learned about in your review (i.e., interventions that were taken to improve the problem/issue). Take some time to discuss the intervention and what the experts in the field have to say as to the advantages/ disadvantages of its implementation. Provide a conclusion that looks at the overall purpose of the literature review.

Your paper will be evaluated using the assignment rubric. Be sure to pay additional attention to the following criteria:

* Adhere to all APA format guidelines for the structure of the paper. Use the MAED Graduate Student Writing Template (located under the APA Resources course menu button in Blackboard).
* Provide a minimum of ten (10) different scholarly sources (this will require an APA formatted References page). Cite *multiple* sources (synthesis) throughout every paragraph of the Mini Lit. Review. Whenever the ideas/concepts/beliefs/perspectives, etc. are not that of your own, you must cite the source where you retrieved the information. ***Paraphrase*** - quote sparingly, if at all. If you quote the exact words of an author, it implies the message of the quote could not be paraphrased without changing the meaning, and you must cite with a page number.
* Compose a paper that is a **paraphrased**, **synthesis** of the literature and demonstrates **analyses** of articles - **no personal opinions or beliefs are included.**

**CAPSTONE CONNECTION**: *This assignment will help prepare you for writing a literature review during your Capstone Project (Chapter 2 of your thesis). (For more information about your Capstone project, please go to the “Program Information” tab in Blackboard to view the Capstone Handbook).*

**Rubric Below:**

**Mini-Literature Review Rubric (60 points)**

**\*Signature Assignment**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **Needs Work**  **(0-3 pts.)** | **Progressing**  **(4 pts.)** | **Accomplished**  **(5 pts.)** | **Exemplary**  **(6 pts.)** | **Points**  **Earned** |
| Includes an overview of the problem: Describes/Defines the problem as it exists in the field | Did not describe/define or incorrectly describes/ defines the problem. | Cursory description and/or definition of the problem. | Appropriate description/ definition. | Thorough and engaging description/ definition of the problem using high-level writing skills. | **/6 pts** |
| Provides a history/timeline of the problem | Did not include, or incorrectly included, a history/timeline of the problem | Limited history/timeline of the problem. | Effective history/timeline of the problem included. | Detailed and accurate history/timeline of the problem included. | **/6 pts** |
| Discusses who was behind the efforts to examine or improve the problem (experts in the field) | Did not include, or incorrectly included, the seminal experts in the field. | Cursory review of the seminal experts in the field. | Appropriate review of the seminal experts in the field. | Thorough and accurate review of the seminal experts in the field. | **/6 pts** |
| Discusses at least one potential solution to the problem (intervention) by considering the research-based best practice in the field. | Did not discuss a potential solution to the problem (intervention) and/or intervention was not based on best practices. | A solution to the problem (intervention) was minimally discussed and it may/may not have been based on best practices. | Effective potential solution to the problem (intervention) that considered research-based best practices. | Accurate, rich, and detailed potential solution to the problem (intervention) that considered research-based best practices. | **/6 pts** |
| Discusses what the experts in the field have to say as to the advantages/ disadvantages of the intervention’s implementation. | Little to no discussion on what the experts in the field have to say as to the advantages/ disadvantages of intervention’s implementation | Limited discussion on what the experts in the field have to say as to the advantages/ disadvantages of intervention’s implementation. | Thorough discussion on what the experts in the field have to say as to the advantages/ disadvantages of intervention’s implementation. | Rich, detailed, and thorough discussion on what the experts in the field have to say as to the advantages/ disadvantages of intervention’s implementation. | **/6 pts** |
| Use of scholarly articles and/or books. | Articles cited were not from scholarly sources. | Some of the articles were from scholarly sources. | Most articles were from scholarly sources. | All articles were from scholarly sources. | **/6 pts** |
| Demonstrates a *synthesis* of literature (multiple citations throughout every paragraph of the paper | No or incorrect synthesis of the literature. | Minimal synthesis of the literature. | Satisfactory synthesis of the literature. | Exemplary synthesis of the literature. | **/6 pts** |
| Included an APA formatted References page with a minimum of 10 references. | References page was missing, incorrect, or minimal. | References page was incorrect or referenced a minimal amount of sources. | Appropriate amount of References were included in a correctly formatted References page. | Exceptional amount of references were included (minimum amount or more) and APA formatted correctly. | **/6 pts** |
| Writing style and language mechanics | A clear sense of direction is lacking and material presented is not effectively organized.  There are frequent errors in word use, spelling, grammar, punctuation, and word choice that are not acceptable for graduate-level work. | Material is somewhat general or vague, supporting information is not evident, and paragraphs are structured satisfactorily. There are  errors in spelling, grammar, word choice, or punctuation that demonstrate a lack of proofreading. | Main ideas and purpose are evident, supporting information is incorporated, overall presentation fits together well.  Paper is nearly error free and there is evidence of conscientious attention to conventions of writing. | Clear communication by way of process and critique, logical sequence, strong supporting information effectively presented, smooth transitions, and style that is engaging to the reader. Paper is error-free, reflects careful effort, a clear grasp of writing conventions and thorough proofreading. | **/6 pts** |
| APA format | Unacceptable use of guidelines for APA format and style; or no evidence of attempt to adhere to APA standards and writing template. | Inconsistent use of guidelines for correct APA format and style; or no evidence of attempt to adhere to APA standards and writing template. | Uses correct APA format with minor errors. Professional appearance of the report. | Uses correct APA format with little to no errors. Professional appearance throughout document. Expresses ideas in 5-6 pages. | **/6 pts** |
|  | | | | **Total** | **/60 pts** |