Academic Research Writing II
EDUD-6317

Meeting Times

Web Conference
Wednesdays at 8pm CDT
Online

Wednesday Night at 8pm CT in our virtual conference room using the following link:
https://lamar.adobeconnect.com/academicwritingii

Contact Information

Professor, Educational Leadership: Dr. Kaye Shelton
Email: kaye.shelton@lamar.edu
Office: Education 209a
Phone: 409-880-7355

Office Hours
Wednesdays before and after live meeting and by appointment on Monday Afternoons
Wednesday, 7:00 PM to 9:45 PM, Adobe Connect classroom for the course

Instructor: Dr. Tonya Colunga
Email: tcolunga@lamar.edu

Instructor: Dr. Barbara Ybarra
Email: bybarra@lamar.edu

Instructor: Dr. D'Andrea Weeks
Email: dweeks@lamar.edu

Instructor: Dr. Niveen Yaseen
Email: niveenyaseen@gmail.com

Catalog Description

This course provides an overview of technical research writing as a precursor to the dissertation required in the doctoral program. The focus is to articulate an in-depth knowledge base in verbal and written format. It is Part Two of a two-part learning process in scholarly writing. Academic Research I is a required prerequisite.

Outcomes
CLO 1 | Develop a topic for educational research.
CLO 2 | Create a concept map for research topic.
CLO 3 | Analyze and synthesize literature articles to support case for a literature review.
CLO 4 | Survey and critique the literature to discover evidence of defensible findings about the topic.
CLO 5 | Critique draft literature reviews and provide feedback.
CLO 6 | Create a mini-literature review using at least 30 research articles.

Course Materials

Publication Manual of the American Psychological Association

- Author: American Psychological Association
- Publisher: American Psychological Association
- Edition: 7th
- ISBN: 9781433832161

Educational research: Planning, conducting, and evaluating quantitative and qualitative research

- Author: Creswell, J. W., & Guetterman, T. C.
- Publisher: Pearson
- Edition: 6th

The Literature Review: Six Steps to Success

- Author: Lawrence A. Machi, Brenda T. McEvoy
- Publisher: SAGE Publications
- Edition: 3rd
- ISBN: 9781506336244

Course Policies

Prior Course Completion

Admittance to the doctoral program in educational leadership and admittance to the Graduate College of Lamar University is required prior to enrolling in this course. Successful completion of the EDUD 6314 Academic Writing I is required.

Participation Requirements

Course Expectations:

Learning in this course will occur as a result of lectures (both written and video), assigned readings, and concentrated study by the individual students, and include class discussions and group work, individual written assignments that support the final literature review, and a formal 10 page literature review. Students are expected to stay current with the course schedule, assignment due dates, and assigned readings. Late submissions of class assignments may be accepted the following calendar week with a “one letter grade” penalty. Students must notify instructor of a potential late assignment. Students should log into Blackboard daily if possible, but no less than four times a week to check for updates from the instructor and participate in the discussions (if provided).

Plagiarism must be avoided at all times. This includes plagiarism of both published and unpublished information. All work submitted must be your own work unless the assignment was specified as group work. Students are expected to clearly cite references when using another author’s ideas and use the APA 7th ed. format for referencing both in the body of a paper as well
as the references section. The final literature review submission will be check with a plagiarism software service.

Participants are expected to stay current with course schedule, assignment due dates, and assigned reading. When working in groups, all members of the group are expected to positively participate in the discussion or activity. Additionally, a grade may be lowered because of lack of participation concerning class learning activities requiring input and collaboration.

ONLINE WEB CONFERENCES

To enhance student-to-student and instructor-to-student interaction, Online Web Conferences utilizing Adobe Connect have been scheduled for every Wednesday evening from 8:00pm-9:00pm Central Daylight Standard Time) for weekly class meeting and updates. The instructor will embed the link to these Web Conferences in the course so you will have access. The instructor will record each Web Conference so that students who are unable to participate can access, review and respond to our group discussions. Arrangements can be made for additional conferences as needed upon request.

Make-Up Work

Because this is doctoral coursework, no make-up work is provided.

Drop Dates

This course adheres to the add/drop standards for each term as stated by Lamar University. For more details, refer to the http://www.lamar.edu and search “Academic Calendar.”

 Evaluation

GRADING POLICY AND EVALUATION

Grading Scale: **Students must maintain a 3.0 GPA (cumulative) to remain in the program.

A course grade that is less than “C” is unacceptable for credit in the Lamar University Doctoral Program in Educational Leadership. A course grade of less than “C” will require the student to retake the course. Students must maintain a cumulative 3.0 GPA to remain in the program. Students should not have more than 1 “C” in the program.

Students will be expected to participate in threaded Discussion Board topics. Specific requirements for each discussion will be provided in Blackboard.

Assignments will receive a 10% grade reduction for each week they are overdue. No late discussion postings will be accepted.

GRADING OF ASSIGNMENTS AND ASSESSMENTS

Description of Assignments (Total of 1000 points):

- Concept Map of Research Topic (100 points).
- Discussion Forum (100 points).
- Draft paper outline (100 points).
- Draft paper (100 points).
- Peer Review Activity (100 points).
- Literature Review Paper (500 points).

Weekly Assignments (Due every Sunday, NO LATER THAN 11:59 PM Central Time)

1. **Readings**: Students are expected to have assigned readings completed each week, in order to be prepared to provide meaningful questions/discussion. Two textbooks and the APA book will be used for this course.

2. **Discussion Board**: Students will be required to post to one class discussion. Discussion will be graded. The first posting (response to the question(s) posted in the forum) must be posted each week by Thursday at 11:59pm Central Time. Two additional, substantive responses must be posted by 11:59pm CT on Sunday. Rubric is provided for grading (100 points).

3. **Concept Map Assignment**: Students will create a concept map schematic focused on the topic of educational research they plan to pursue (100 points).
4. **Draft Outline Assignment**: Outlining will enhance the writing process and allow the student to better organize the topic. This exercise will focus on narrowing a generic topic into a doable, research-focused topic (100 points).

5. **Draft Literature Review**: Students will submit a draft paper of what they have written so far for instructor feedback and guidance (100 points).

6. **Peer Review Activity**: Students will review another student’s work and will assist in editing the student’s literature review prior to turning the paper in for final grading. Students are expected to use the rubric to evaluate the literature review as a peer and as a personal editing activity before presenting the final draft to professors for grading (100 points).

7. **Literature Review Paper**: Students will write and develop a 10 page literature review on a topic relevant to their dissertation plan or research they are interested in exploring including a references page written in APA format. Developing a schematic and outline will allow the student to develop a more refined research topic. This topic is one that we recommend the student will carry throughout the program and hopefully develop into a dissertation. This literature review will go through a draft and peer-editing phase prior to submission. A minimum of 30 references (15 from Academic Writing I) must be used that are studies from peer-reviewed journals (500 points).

### Criteria

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<thead>
<tr>
<th>Type</th>
<th>Weight</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Concept Map of Research Topic</td>
<td>100</td>
<td>Students will create a concept map schematic focused on the topic of educational research they plan to pursue (100 points).</td>
</tr>
<tr>
<td>Discussion Forum</td>
<td>100</td>
<td>Students will be required to post to one class discussion. Discussion will be graded. The first posting (response to the question(s) posted in the forum) must be posted each week by Thursday at 11:59pm Central Time. Two additional, substantive responses must be posted by 11:59pm CT on Sunday. Rubric is provided for grading (100 points).</td>
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<tr>
<td>Draft paper outline</td>
<td>100</td>
<td>Outlining will enhance the writing process and allow the student to better organize the topic. This exercise will focus on narrowing a generic topic into a doable, research-focused topic</td>
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<tr>
<td>Draft paper</td>
<td>100</td>
<td>Students will submit a draft paper of what they have written so far for instructor feedback and guidance (at least five pages).</td>
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<tr>
<td>Peer Review Activity</td>
<td>100</td>
<td>Students will review another student’s work and will assist in editing the student’s literature review prior to turning the paper in for final grading. Students are expected to use the rubric to evaluate the literature review as a peer and as a personal editing activity before presenting the final draft to professors for grading (100 points).</td>
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<tr>
<td>Literature Review Paper</td>
<td>500</td>
<td>Students will write and develop a 10 page literature review on a topic relevant to their dissertation plan or research they are interested in exploring including a references page written in APA format. Developing a schematic and outline will allow the student to develop a more refined research topic. This topic is one that we recommend the student will carry throughout the program and hopefully develop into a dissertation. This literature review will go through a draft and peer-editing phase prior to submission. A minimum of 30 references (15 from Academic Writing I) must be used that are studies from peer-reviewed journals (500 points).</td>
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### Breakdown

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<td>B</td>
<td>899-800</td>
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<td>C</td>
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<td>F</td>
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COVID-19 Statement

Lamar University returns to the 2021-2022 academic year after a pandemic that lasted more than 15 months. We will open for business without requirements for masks, vaccination requirements, or social distancing, as announced by Governor Abbott on July 29. However, for the health and safety of all concerned we encourage all faculty, staff, and students to take advantage of the free vaccines (available throughout the region and at the Student Health Center) as soon as possible. We strongly recommend that everyone continue to practice good personal hygiene practices including regular handwashing and/or use of hand sanitizing products when soap and water are not readily available. Please show respect to those who choose to practice social distancing measures and wear face coverings.

Everyone is asked to continue to self-screen for any signs or symptoms of COVID-19. Please seek medical attention if you begin to feel ill. Members of the Lamar community share significant and unrelenting responsibilities. As members of the larger world community, we have not only the opportunity but the duty to develop and to exhibit a sense of social responsibility. We are responsible for each other and each of us must do what we can to protect our Lamar family and to remember that we have especially vulnerable populations among us (i.e., Lamar community members with chronic illnesses or disabilities, children, and factors that predispose many to respiratory ailments). As we look out for one another, our choices are of the utmost importance.

Should state or federal guidelines change, we will provide updates as soon as practicable.

Academic Continuity Policy

In the event of an announced campus closure in excess of four days due to hurricane or other disaster, students are expected to check Lamar University's website and login to LU Connect for instructions about continuing courses remotely.

Academic Honesty Policy

Lamar University expects all students to engage in academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in their academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action.

The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion, and the abuse of resource materials.

All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include failure of the assignment and/or course up to suspension or expulsion from the university. The penalty may vary by instructor.

Additional information is available on the Academic Policy website (https://students.lamar.edu/academic-support/academic-policies.html).

Attendance Verification

Students must complete an Attendance Verification Quiz for ALL COURSES - both on-campus and online - in which they are enrolled each term by the third class day to comply with U.S. Department of Education attendance requirements. Failure to complete this quiz by the deadline may result in loss of course enrollment and/or financial aid. The quiz is located in EVERY COURSE through LULearn (Blackboard) even if the course meets on campus.

Course Drop Policy

Students may drop a course and receive a grade of "Q" during the penalty-free period of the semester or session. For drops after this penalty-free period, grades are recorded as "Q" or "F," indicating the student was passing or failing at the time of the drop. A grade of "Q" may not be assigned unless an official drop has been processed through the Records Office. Students may drop a course online up to the census day by logging into Self-Service Banner. After the census day, courses must be dropped through the Records Office. For additional help, contact the academic advisor or the Records Office at registration@lamar.edu. Students may not drop a course during the last 20 percent of the term. Students should check the academic calendar at https://www.lamar.edu/academic-calendar (https://www.lamar.edu/academic-calendar) for specific dates.
Students with Disability Policy

Lamar University is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is located in the Communication building, room 105. Office staff collaborate with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g. mental health, attentional, learning, chronic health, sensory, or physical), please contact the DRC at 409-880-8347 or drc@lamar.edu to arrange a confidential appointment with the Director of the DRC to explore possible options regarding equitable access and reasonable accommodations.

If you are registered with the DRC and have a current letter requesting reasonable accommodations, we encourage you to contact your instructor early in the semester to review how the accommodations will be applied in the course.

Additional information is available at the [DRC website](http://www.lamar.edu/disability-resource-center/).

Academic Support

Academic Support can be located at [https://www.lamar.edu/students/#acad-supp](https://www.lamar.edu/students/#acad-supp).

There are many areas (i.e. Advising, Writing Center, etc.) of academic support. Each area provides their own specific contact information and days and hours of operation.

Student Services

Lamar University recognizes that students may experience challenges that hinder success in their academics and/or college experience. We believe in giving all students access to resources that allow them to overcome these challenges. If you are struggling with stress, procrastination, anger management, depression, anxiety, substance abuse and/or eating disorders, please reach out to our counseling professionals at the Student Health Center at 880-8466 to call for an appointment or visit our website [https://www.lamar.edu/students/student-engagement/student-health-center/index.html](https://www.lamar.edu/students/student-engagement/student-health-center/index.html) for more information about our services.

Students who face challenges securing food or housing, tuition and/or books and believes this may affect their performance in the course is urged to contact the LU Strong program. The program is located in the [Setzer Student Center, Room 230 at 409-880-8458 or at lustrong@lamar.edu](http://students.lamar.edu/index.html)

Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any additional resources they may possess.

Your information and situation will be treated with the utmost privacy and is protected by Texas law. These services are available to all currently enrolled students at Lamar University and Lamar Institute of Technology.

Information on Student Services can be located at [http://students.lamar.edu/index.html](http://students.lamar.edu/index.html). There are many resources (i.e. Course schedules, important phone numbers, etc.) available. Each area provides their own specific contact information and days and hours of operation.

Emergency Procedures

Many types of emergencies can occur on campus; instructions for severe weather or violence/active shooter, fire, or chemical release can be found at the Office of Environmental Health/Safety and Risk Management [webpage](https://www.lamar.edu/about-lu/administration/risk-management/index.html).

Severe Weather

Follow the directions of the instructor or emergency personnel.

Seek shelter in an interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside.

If you are in a multi-story building and you cannot get to the ground floor, pick a hallway in the center of the building.

Stay in the center of the room, away from exterior walls, windows, and doors.

Violence/Active Shooter
CALL - 7777 from a campus phone (Text 409-241-8002 from a cell phone). Note: Calling 911 from either a campus or cell phone will contact the City of Beaumont dispatch rather than the LU police.

AVOID - If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.

DENY - Barricade the door with desks, chairs, bookcases or any other items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it is safe.

DEFEND - Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

Copyright Policy Statement

Copyright is defined as the ownership and control of the intellectual property in original works of authorship which are subject to copyright law. As an institution of higher learning that values intellectual integrity, Lamar University prohibits the distribution of published materials (print or electronic) in violation of copyright law.

LU Connect Portal

Students are asked to obtain a Lamar Electronic Account username and password so they can log onto the LU CONNECT website. Students may get information on how to get into the LU CONNECT website from the University’s homepage (http://www.lamar.edu) by clicking on the LU CONNECT link on the left top corner of the screen. Follow the steps to secure your LU CONNECT username and password.

LU Learn/Blackboard Learning Management System (LMS)

Students will utilize the Lamar University’s Learning Management System (LMS), Blackboard, for online courses.

For Blackboard technical support go to https://blackboardsupport.lamar.edu.

Phone: 866-585-1738

Phone and chat are available 24/7/365

Exams and quizzes taken within LULearn (Blackboard) may require online proctoring. Lamar University uses Proctorio for online proctoring. For additional information about online proctoring click here (https://www.lamar.edu/lu-online/student-support-services-quick-links/index.html#proctoring-services) and view details under proctoring services.

Network Use

ACCEPTABLE USE

Students must respect the integrity and security of Lamar University computer systems and network, and the privacy and preferences of other users. Responsibility for learning about and complying with Lamar University Acceptable Use Policy ultimately rests with the individual. The network may be used to download, copy, or store any software, shareware, digital media files or freeware, as long as the use complies with copyright law licensing agreements, and campus policies, such as storage space limitations and network bandwidth restrictions. The network may not be used for any activity, or to transmit any material, that violates United States or local laws.

UNACCEPTABLE USE

The network may not be used for commercial purposes. Advertising and sponsorships on Lamar University websites is restricted. In addition, students may not permit other persons to use their usernames, passwords, accounts or disk space, or disclose their usernames, passwords or account information to any third party. Students may not log on to someone else’s account, internet address, or other network codes, or attempt to access another user’s files. Students may not create false or dummy accounts to impersonate someone else. Students may not try to gain unauthorized access (“hacking”) to the files or computer systems of any other person or organization. Students may not impersonate another person by forging e-mail, web pages or other electronic media. Students who maliciously access, alter, delete, damage or destroy any computer system, computer network, computer program, or data will be subject to disciplinary action by Lamar University, and criminal prosecution as well. Students may not disrupt or attempt to disrupt network traffic, and they may not attempt to monitor or capture network traffic in any way. Finally, students may not intentionally create, store, display, print or transmit information that violates the university’s Sexual Harassment Policy.
Netiquette (Online Etiquette) Statement

Please adhere to the same standards of behavior and professional respect online that you would follow in face-to-face communication with others, but most particularly when writing email and when taking part in collaborative and discussion board activities. Lamar provides access to network resources, including the Internet, in order to support learning and to prepare students for the 21st century world. Students, however, are expected to adhere to the Lamar University Acceptable Use Policies when Using Networks. More comprehensive student code of conduct can be found at https://students.lamar.edu/academic-support/code-of-conduct.html.

GENERAL GUIDELINES TO RESPECT ALL PARTICIPANTS

- Respect the right of each person to disagree with others.
- Treat people the same as you would face-to-face.
- Respect the time of others.

GUIDELINES WHEN COMMUNICATING WITH OTHERS (EMAIL, DISCUSSIONS, BLOGGING, AND ETC.)

- Always sign your name to any contribution you choose to make.
- Be constructive in your responses to others in the class.
- Do not use all caps (Doing so may be interpreted as shouting).
- Re-read your postings before sending them.
- Always think before you write.
- Respond respectfully.
- Use appropriate grammar and structure.
- Spell-check your postings.
- Use short paragraphs focused on one idea.
- Use appropriate business language at all times.

Technical Support

Technical Support can be located at http://students.lamar.edu/it-services-and-support/index.html.

Phone: 409-880-2222
Email: servicedesk@lamar.edu

Hours of Operation (CST):
Monday - Thursday 7:30 a.m.-12:00 a.m.
Friday 7:30 a.m. - 7:30 p.m.
Saturday 9:00 a.m. - 6:00 p.m.
Sunday 3:00 p.m. - 12:00 a.m.

Course Subject Outline

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<thead>
<tr>
<th>When</th>
<th>Topic</th>
<th>Notes</th>
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8 of 12
Module 1
- Week 1 – Narrowing Your Topic and Building the Case for the Literature Review
- Week 2 – Searching and Synthesizing Literature

Module 2
- Week 3 – Surveying the Literature
- Week 4 – Critiquing the Literature

Module 3
- Week 5 – Writing the Literature Review
- Week 6 – Writing the Literature Review

Module 4
- Week 7 – Review APA and Literature Review
- Week 8 – Review APA and Literature Review

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<tr>
<th>When</th>
<th>Topic</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Module 1</td>
<td>Week 1</td>
<td>August 23-29</td>
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<td>Topic/Readings/Viewing</td>
<td>Assignments (Due each Sunday Night at Midnight, Central Time)</td>
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<tr>
<td></td>
<td>Read The Literature Review: Six Steps to Success by Machi &amp; McEvoy, Introduction, Step 1. Select a Topic, and Step 2. Develop the Tools for Argument</td>
<td>Class Discussion (100 points)</td>
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<tr>
<td>Module 1</td>
<td>Week 2</td>
<td>August 30-Sept 5</td>
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<td></td>
<td>Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (6th ed.) by Creswell and Guetterman, Chapter 3, and slides. Review APA Manual/Chapters 4-6</td>
<td>Schematic/Concept Map (100 points)</td>
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<tr>
<td>When</td>
<td>Topic</td>
<td>Notes</td>
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### Additional Items

#### Final Project Rubric

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<thead>
<tr>
<th>Section</th>
<th>Criteria</th>
<th>Evidence</th>
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<tbody>
<tr>
<td></td>
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<td>Inadequate Evidence</td>
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10 of 12
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<tr>
<th>Abstract (25 pts.)</th>
<th>Accurate purpose</th>
<th>0-16 points</th>
<th>17-19 points</th>
<th>20-22 points</th>
<th>23-25 points</th>
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<td>Accurate content</td>
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<td>Clear and Concise</td>
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<td>Key words included</td>
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<td>Literature search strategies identified</td>
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<td>Description of extent of study included</td>
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<td>Provided overview of organization</td>
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<tr>
<th>Body (125 pts.)</th>
<th>Key topics/variables covered</th>
<th>0-86 points</th>
<th>87-99 points</th>
<th>100-111 points</th>
<th>112-125 points</th>
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<td></td>
<td>Accurate headings</td>
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<td>Primary sources cited</td>
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<td>Logical structure</td>
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<td>Studies accurately summarized</td>
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<th>Summary/Conclusion (25 pts.)</th>
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<th>17-19 points</th>
<th>20-22 points</th>
<th>23-25 points</th>
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<td>Summary of cited recommendations for future research</td>
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<th>Writing (Clear and Concise) (125 pts.)</th>
<th>Avoids colloquial expressions</th>
<th>0-86 points</th>
<th>87-99 points</th>
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<td>Avoids overuse of jargon</td>
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<td>Avoids attribution issues</td>
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<td>Avoids anthropomorphism</td>
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<td>Avoids linguistic devices</td>
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<th>87-99 points</th>
<th>100-111 points</th>
<th>112-125 points</th>
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