Dual Language Development MA Program

Signature Assignment for EDCI 695
Review of Literature

Student Learning Outcome(s) Assessed:

SLO #6: Apply knowledge of cognitive and societal bilingualism to a contemporary educational issue.

Description of the Signature Assignment

Candidates will be asked to submit an 8-10 page review of the literature on bilingualism as it relates to their action research project. Candidates are expected to identify the strengths and limitations of the studies that they identify. In addition, candidates should make clear how the literature reviewed is pertinent to their action research topic, informs their study, serves as a foundation for their study, and/or provides material that students can challenge or question.

Directions for Students

Candidates will be asked to submit an 8-10 page review of the literature on bilingualism as it relates to their action research project. This should be neither an exhaustive review of the literature on bilingualism nor a comprehensive summary of the literature covered in this course. Instead, candidates should <u>focus only on those required and recommended readings from this course (and any other pertinent readings on bilingualism) that relate to the specific topic that they have chosen for their action research project.</u> Candidates are expected to identify the strengths and limitations of the studies that they identify.

In addition, candidates should make clear how the literature reviewed is pertinent to their action research topic. In other words, how does the literature on this topic inform candidates' action research projects? How do candidates' action research projects build on existing research and theory? How do they challenge or differ from existing research and theory? It is hoped that candidates will be able to incorporate this literature review (either in whole or in part) into the overall literature review for their action research project. Candidates should turn in a first draft of their literature review, at which point they will receive feedback for revision before submitting the final version.

Scoring Rubric:

Component	Unable to score; missing or incomplete work 0	Does Not Meet Expectations 1	Meets Some Expectations 2	Meets Expectations 3	Exceeds Expectations 4	Points/ Points possible
Research Question		Research question is lacking or is off-topic	Research question is broad or vague	Clear research question is identified & is related to student's own research topic	Research question is clear, timely, significant & related to student's own research topic	x 20 = /80
Organization		Topics are unclear &/or unrelated to research question	Review consists of descriptions of studies but these are not linked thematically	Lit Review is organized thematically; sources & themes are related to the research question	Lit Review is organized thematically; sources & themes are related to the research question; several key themes are identified; relationships among themes are identified	x 20 = /80
Content		Few studies are cited; summaries and analyses are not accurate &/or are underdeveloped	Research studies are described; strengths and limitations of the studies are identified; strengths/limitations may be obvious or too general	Strengths and limitations of the studies are identified; supporting details are present; review addresses at least one key topic in areas of cognitive and societal bilingualism in some depth	Strengths and limitations of the studies are identified; analysis is insightful; review addresses key topics in areas of cognitive and societal bilingualism (e.g. bilingual development, societal bilingualism, cognitive theories of bilingualism, biliteracy, attitudes towards bilingualism & non-standard dialects); concepts in the research question are defined using references from the review	x22.5 = /90
Citations		Bibliography & sources are lacking &/or material used without acknowledgement	Bibliography & some sources are included; key sources neglected; citation format may be problematic	Bibliography & some sources are included; sources used to support, extend & inform	Sources of data are clearly cited; appropriate APA format for citations is used; bibliography is complete; at least 5 sources from refereed journals used; material from a variety of sources used; doesn't overuse quotes	x10 = /40
Writing		There are errors in spelling & grammar; tone is informal	Reading the narrative is made difficult because of its style, usage, mechanics, or organization	Writing is standard academic, clear, and grammatically accurate.	Writing is standard academic, clear, and grammatically accurate; high level academic vocabulary employed; transitions are effective	x15 = /60
					Total Points Earned	**/350 pts**

Legend

Total Points	College of Education Assessment Scale Equivalent
315-350	4 (Exceeds Expectations)
279-314	3 (Meets Expectations)
244-278	2 (Meets Some Expectations)
209-243	1 (Does Not Meet Expectations)
0-208	0 (Can't Score)