





the relevancy of the article to the students research topic and question (See Appendix for Annotated Bibliography assignment instructions). This assignment was intended to scaffold the final product which was the literature review. Only 5/22 students completed their course evaluations, but clearly those who

**Table 1.** Literature Review Assignment Alignment to EDU 6304 & Information Literacy Framework SLOs

<b>Literature Review Assessment Criteria</b>	<b>EDU 6304 SLO</b>	<b>Information Literacy Framework SLO</b>	<b>Librarian's Role</b>
1. Research Question	1 3 4	<p>Students evaluate information with an understanding of context</p> <p>Students approach research with open-minded inquiry</p> <p>Students understand that knowledge is developed through sustained discourse and competing perspectives</p>	Naomi will guest lecture in my course during Sept. 7, 2023, and Sept. 28, 2023, class meetings. She will cover searching through library resources and interpretation of sections in empirical articles (e.g., research questions, purpose of the study, etc.).
2. Search/Selection	2 3 4	<p>Students evaluate information with an understanding of context</p> <p>Students understand how &amp; why information is produced</p> <p>Students recognize that information has value and use information ethically</p> <p>Students apply critical thinking, perseverance, and knowledge of</p>	

5. Reflection, Knowledge and Application	3	Students evaluate information with an understanding of context	Naomi will offer ongoing support to faculty and students through her online appointment booking system to address student or faculty
	4		
	5	Students apply critical thinking, perseverance, and knowledge of information systems to search	
		Students understand that knowledge is developed through sustained discourse and competing perspectives	



## Literature Review Rubric

Literature Review Rubric (imported from Canvas)						
Criteria	4 Exceeds Expectations	3 Meets Expectations	2 Approaching Expectations	1 Below Expectations	0 Incomplete or Missing	Awarded/Possible Points

1. Research  
Question  
(Audience,  
Intervention,  
& Interaction)





## Literature Review Results

Rubric Criteria	1	2
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Student Sample Annotation (Blinded)

**Research Topic**

My research topic is about the relationship between oral reading fluency and grade-level reading comprehension in students in grades one through four.

**Annotated Bibliography**

Adlof, S. M., Catts, H. W., & Little, T. D. (2006). Should the simple view of reading include a fluency component? *Reading and Writing*, 19(9), 933–958.  
<https://doi.org/10.1007/s11145-006-9024->



*Fall 2023*

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1. Discuss the role of educational research and how it is disseminated.
2. Compare and contrast methodological and statistical foundations of educational research.
3. Formulate interpretations of educational research in elementary and secondary education.
4. Explore the process and significance of evaluating research.
5. Apply evidence-based instructional practices in elementary and secondary education settings.



9780470131329  
 Ken Springer  
 John Wiley & Sons  
 2009-10-05



9781433832161  
 American Psychological Association  
 American Psychological Association (APA)  
 2019-10-01

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
94-100	90-93	87-89	84-86	80-83	77-79	74-76	70-73	67-69	64-66	60-63	<60


1. APA Module	10%
2. Journal Article Interpretations	25%
3. Midterm Exam	20%
4. Annotated Bibliography	15%
5. Literature Review	30%
	%

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1. This assignment is designed to give you a thorough overview of APA 7th ed. style guidelines for academic writing. This module should be completed very early in the course to ensure students follow APA guidelines for all assignments in this course. See Canvas for details.
  2. Students will complete a total of 5 journal article interpretations during class. Students will be placed in groups and will select journal articles to analyze and interpret. Each journal article interpretation will have specific analytic tasks. See Canvas for details.
  3. The midterm exam will consist of short answer, true/false, multiple choice and fill in the blank questions. The exam will be completed and submitted via Canvas. The midterm exam is open book/notes. Students should complete this exam independently and should not consult one another as a resource to complete it.
  4. Students will compile a collection of peer-reviewed journal articles on a topic related to students in special populations and subject content area in education (Early Childhood, Elementary or Secondary). The journal articles should be annotated by students for their interpretation/understanding of each article in their annotated bibliography. This is an independent assignment and each individual student will complete their own annotated bibliography. A total of 15-17 peer-reviewed journal article sources must be included and annotated for this assignment. See Canvas for details.
  5. Students will write a review of the literature on their own selected topic of interest. Students will learn how to search library databases, select peer-reviewed journal articles, read, and interpret them to write their literature review end-of-course paper. This assignment is aligned to outcomes in the



law. Students who wish to file a complaint or to receive more information about the grievance process may contact Samantha Thomas, SMU's Title IX Coordinator, at [accessequity@smu.edu](mailto:accessequity@smu.edu) or 214-768-3601. Please note that faculty and staff are mandatory reporters. If students notify faculty or staff of sexual harassment, they must report it to the Title IX Coordinator. For more information about sexual harassment, including resources available to assist students, please visit [smu.edu/sexualharassment](http://smu.edu/sexualharassment).

Under Title IX, students who are pregnant or parenting may request academic adjustments by contacting the Office of Student Advocacy and Support by calling 214-768-4564. Students seeking assistance must schedule an appointment with their professors as early as possible, present a letter from the Office of the Dean of Students, and make appropriate arrangements. Please note that academic adjustments are not retroactive and, when feasible, require advance notice vsss



Final course examinations shall be given in all courses where appropriate pwr" apÓp" prÓpÓt

They will be connected with a counselor immediately. Students seeking ongoing r

9/11/23	<p>Research Reports</p> <p>Activity: Differentiating between Reports</p>	
<p>Week 5</p> <p>9/18/23</p>	<p>Week 5 Module:</p> <p>Research Designs: Guest Lecture Schemm</p> <ul style="list-style-type: none"> <li>• Quantitative</li> <li>• Qualitative</li> <li>• Mixed Methods</li> </ul> <p>Activity: Differentiating b/w different Designs</p>	
<p>Week 6</p> <p>9/25/23</p>	<p>Week 6 Module:</p> <p>Ethics &amp; Sampling</p> <p>Measurement</p> <p>Validity &amp; Reliability</p>	
<p>Week 7</p> <p>10/02/23</p>	<p>Week 7 Module:</p> <p>Statistical Tests &amp; Representation</p>	

	Research Questions Search-Selection Process	<ul style="list-style-type: none"><li>• Annotated Bibliography</li><li>• Literature Review</li><li>• Select evidence-based teaching/student learning</li></ul>
Week 11 10/30/23	Week 11 Module: Inclusion/Exclusion Criteria	Workshop

Week 15 12/04/23	Classes end: No meeting for EDU 6304	Classes end: No meeting for EDU 6304
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