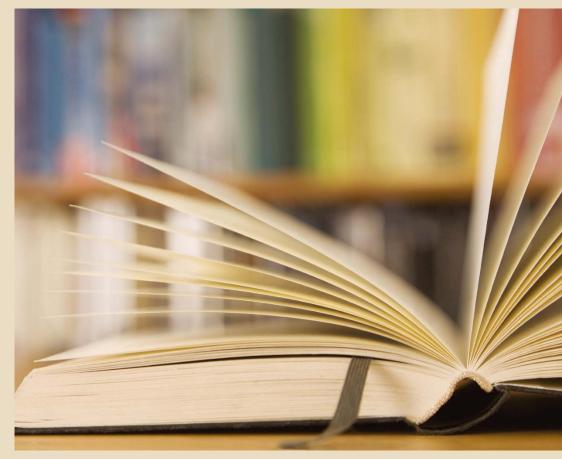
RE-ENVISIONING THE ANNOTATED BIBLIOGRAPHY ASSIGNMENT

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Re-envisioning the Annotated Bibliography Assignment

- Introduction to the Literature Matrix
 - Description
 - Goals
- Literature Matrix Assignment
 - Learning Outcomes
 - Instruction Steps
 - Assessment Rubric
- Advantages of the Literature Matrix
- Student Examples of Literature Matrix
- Conclusion/Q&A

What is a Literature Matrix?

- Table (or Excel spreadsheet)
- Research Tool
 - Organization
 - Reflection
 - Evaluation
 - Integration

MAIN QUESTION	(Problem or Issue	to be Solved):						
Sub-question #1								
Sub-question #2								
Sub-question #3								
		I SAY*						
SOURCE Author(s) and (Publication Date)	MAIN POINT (Claim)	HYPOTHESES THEORIES ASSUMPTIONS	METHODS	DATA Sub-question #1	DATA Sub-question #2	DATA Sub-question #3	CONCLUSIONS	COMMENTS (Analysis)
Source #1								
Source #2								
Source #3								

Literature Matrix Assignment



- 1. Add 3 relevant sources add to matrix
- 2. Develop corresponding list of references
- 3. Participate in a matrix peer-review workshop
- 4. Revise/expand matrix and reference list to 15 for instructor's mid-term evaluation
- 5. Revise/expand matrix and reference list to scaffold the literature review
- 6. Submit final matrix and reference list with 25 sources one week prior to the final paper

Learning Outcomes of the Literature Matrix Assignment

- Fill out the matrix with relevant source information
- Use the matrix for reflection and evaluation of sources
- Identify gaps in the literature and make any necessary revision of questions
- Integrate information from the matrix to write a literature review



Steps for Completing the Literature Matrix

Step 1
Questions
& Subquestions

Write main research question at the top of matrix...

and underneath, write any subquestions;

Prepare separate list of references...

using one citation format – e.g. APA, MLA or Chicago; Step 2
Academic
Sources

Using one row per source, enter author(s) last name(s), and publication year in first column...

and main point, hypotheses, theories and assumptions in next columns;

In the fourth column, enter methods used by author(s) of the source.

Data & Conclusions

Use data columns for brief notes and page #s of data supporting or refuting each sub-question...

dedicating one data column per question or subquestion;

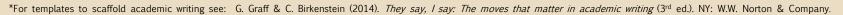
In column eight, summarize author(s)' main conclusion of this source. Step 4
Comments
& Analysis

Briefly state your analysis of this source...do not write conclusion of the author(s).

Repeat this process for each source, one per row.

The Literature Matrix Worksheet

MAIN QUESTION (Probl	em or Issue to be	Solved):						
Sub-question #1								
Sub-question #2								
Sub-question #3								
THEY SAY*							I SAY*	
SOURCE Author(s) and (Publication Date)	MAIN POINT (Claim)	HYPOTHESES THEORIES ASSUMPTIONS	METHODS	DATA Sub-question #1	DATA Sub-question #2	DATA Sub-question #3	CONCLUSIONS	COMMENTS (Analysis)
Source #1								
Source #2								
Source #3								
Source #4								





Assessment Rubric for the Literature Matrix Assignment

Literature Matrix Rubric

	5-4 Pts. @ Cell	3-2 Pts @ Cell	1-0 Pts @ Cell	Score
Questions/Subquestions	Question or problem to be	Question or problem to be	Question or problem to be	5
	solved at the top of the matrix	solved at the top of the matrix	solved at the top of the matrix	
	is interdisciplinary and clearly	is potentially interdisciplinary	does not appear to be	
	stated; Subquestions are	and somewhat clearly stated;	interdisciplinary and/or not	
	clearly related to main	Subquestions are seemingly	clearly stated; Subquestions	
	question and specific	related to main question and	are not clearly related to main	
	disciplines relevant to this	specific disciplines relevant to	question and specific	
	inquiry.	this inquiry.	disciplines relevant to this	
			inquiry.	
ources*	All sources are current, peer-	Most sources are current, peer-	A few sources are current,	5
	reviewed, contain the author's	reviewed, contain the author's	peer-reviewed, contain the	
	name(s), year of publication,	name(s), year of publication,	author's name(s), year of	
	and correspond to the list of	and correspond to the list of	publication, and correspond to	
	references.	references.	the list of references.	
They Say" Content	All sources provide content for	Most sources provide content	A few sources provide content	5
	main point, hypotheses,	for main point, hypotheses,	for main point, hypotheses,	
	theories and/or assumptions,	theories and/or assumptions,	theories and/or assumptions,	
	methods, data, author's	methods, data, author's	methods, data, author's	
	conclusions, and appropriate	conclusions, and appropriate	conclusions, and appropriate	
	page numbers.	page numbers.	page numbers.	
I Say" Content	Student's comments clearly	Student's comments indicate	Student's comments indicate	5
	indicate reflection on and	some reflection on and	little reflection and/or analysis	
	analysis of all sources.	analysis of the sources.	of the sources.	
References	Includes 15 or more peer-	Includes some peer-reviewed	Includes some peer-reviewed	5
	reviewed academic references	academic references by mid-	academic references by mid-	
	by mid-term review and 25	term review and 25 such	term review and less than 25	
	such references by semester	references by semester	such references by semester	
	deadline.	deadline.	deadline.	
Total Score				25 Pts

^{*}Extra credit – a potential of up to 2 extra points will be added to your final score if you use correct citation style for author and publication date that corresponds to the list of references in your final proposal.



Advantages of the Literature Matrix

- How does the literature matrix scaffold the learning process?
 - Focuses the literature search
 - Aids research reading and summarization skills
 - Develops citation format skills
 - Helps avoid plagiarism
 - Develops reflective thinking and analytical skills
- How does the literature matrix address the challenges of integration and critical analysis?
 - Encourages comparing and contrasting information and sources
 - Required reflections help categorize and evaluate information and sources
 - Sources can be grouped for integration and discussion in the literature review

SAMPLE STUDENT MATRICES*

Example #1 Anonymous Student

Example #2 Heather Jones

Example #3 Anita Williams

References

- Booth, W., Colomb, G. & Williams, J. M. (2008). *The craft of research* (3rd ed.). Chicago, IL: University of Chicago Press.
- Graff, G. & Birkenstein, C. (2014). *They say, I say: The moves that matter in academic writing* (3rd ed.). New York, NY: W.W. Norton & Company.
- Rosen, L. J. (2012). *The academic writer's handbook* (3rd ed.). Boston, MA: Longman/Pearson.

Q & A

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