

Pitt Education

EDUC 3009: Supervised Practitioner Inquiry Syllabus (Summer 2020)¹

Instructor: Emily Rainey, PhD (erainey@pitt.edu)
Class Meetings: 5/16, 6/6, 6/27, 7/25 (1-2:30pm EST)
Class Location: Zoom
Office Hours: <https://calendly.com/emilyrainey/office-hours>

*The syllabus online is the official syllabus for this course. Updated versions will be identified as “Revised Syllabus” with date. **The most recent changes will be highlighted.***

Doctor of Education (EdD) Program Description

The University of Pittsburgh is a center for excellence in professional programs, and the School of Education school-wide Doctor of Education (EdD) program is grounded in this commitment to excellence. The EdD program prepares working professionals to become leader scholar practitioners to develop specialized knowledge in their area of concentration and apply their intellectual and practical skills to address and mitigate enduring problems of practice affecting children, families, and communities.

Program Learning Goals

As a result of attending the EdD program at Pitt, students and graduates become leader scholar practitioners who:

1. Identify problems of practice, including questions of equity, ethics, and justice.
2. Use data to inform decisions in daily operations and improvement projects.
3. Communicate and collaborate to work with diverse communities and build partnerships.
4. Lead change that improves practice.
5. Are committed to use improvement science to address problems of practice.

Course Rationale

Writing is a powerful leadership tool that can enable us to make change within an organization or community through formalizing what is known, communicating ideas across space and time, and co-constructing new shared understandings with colleagues and other stakeholders. Writing can also be a powerful personal tool that can enable us to manage stress, heal from trauma, listen carefully to our inner voices, develop bold and creative ideas, and come to understand our professional contexts more

¹ I am most grateful to current and former EDUC 3009 instructors Laura Roop, Dana Thompson Dorsey, Alvin Pearman, Rachel Schwartz, and Rick Donato for sharing their course design ideas and syllabi with me; many of their insights are reflected here.

deeply. In short, developing your capacity as a leader scholar practitioner requires cultivating a writing practice.

Even if you are a fluent, skilled writer, there is much to learn about the practice of writing, especially as you consider new genres and audiences. Although the ability to communicate ideas clearly and persuasively is fundamental across genres of writing, argumentation and synthesis are central in academic writing, challenging you to present integrated thinking from various sources to offer a distinct point of view. There is no magic bullet for learning how to master these challenges. Like most complex skills, they are learned via practice, feedback, and reflection.

A key competency of leader scholar practitioners is the ability to critically examine and report on existing scholarly literature in a way that renders it useful for informing “on the ground,” contextually-specific issues and dilemmas. In this course, you will have the opportunity to do just that.

Course Aims and Outcomes

In your first year in the EdD program you had opportunities to develop your problem of practice. You reflected upon the important issues that you see in your professional context and the possible ways that you hope to make change in that context. You also explored the literature related to your evolving focal problem. And, you began to build familiarity with some of the genres and conventions of academic writing in the social sciences.

This course is designed to support you to further develop your specific scholarly inquiry and your scholarly writing practice. The primary goals of the course are as follows:

This course will support you to **conduct a formal and targeted systematic literature review** in which you analyze individual pieces and synthesize them to make claims about the state of knowledge in the field and to draw conclusions about promising change ideas related to your specific problem of practice.

This course will also support you **to develop your writing practice**, including the behavioral, artisanal, social, and emotional habits of professional writing (that is, carving out regular time and space for writing; continuously developing your academic writing skill, including your argumentation, synthesis, language precision, flexible use of conventions, and approaches to revision; engagement with others around writing; and positive stances toward academic writing and one’s self as a writer).

Program Requirements Met By This Course

Milestone requirement 4 involves conducting and writing a formal literature review with the following sections: a statement of your problem of practice and review of relevant scholarship, a context review, and a conclusion that articulates questions for your eventual inquiry project.

This course is meant to support you toward meeting Milestone 4. At the end of the summer, you will submit your literature review to your advisor. Your advisor will read and likely require additional revisions before signing the milestone form.

Conducting a literature review this summer will enable you to have important planning conversations with your advisor in Fall 2019 and to engage in Practitioner Inquiry 2, where you will begin to learn about how to measure change in your professional context.

Course Format and Procedures

Course Modules

The course is organized into five modules.

Module 1. Getting Started

- Reflecting on your current writing practice. How could you grow as an academic writer?
- Examining features of the literature review genre
- Planning for your literature review: What do you want to know about your focal problem?

Module 2. Generating a Review Chart

- Reading and rereading
- Culling
- Summarizing and analyzing articles
- Synthesizing sets of articles and their relation to your driving questions

Module 3. Drafting Your Argument

- Writing a first draft
- Giving and seeking peer feedback

Module 4. Revising Your Argument

- Revising for global issues
- Revising for clarity
- Revising for precision

Module 5. Refining and Sharing Your Argument

- Presenting big themes drawn from the literature
- Editing
- Articulating conclusions

General

This course is a hybrid course. We will meet four times (via Zoom) throughout the summer term. Each class meeting will serve two purposes: to reflect on what has come before, and to ramp up for what is to come next. We will engage in whole group discussion, small group work, and individual workshop time. Please ensure that you have all readings and other materials with you during our class meetings.

The remainder of the semester will involve: 1) independent study, in which you will engage in selecting, reading, re-reading, analyzing, and writing about your relevant literature base; and 2) small group feedback groups, in which you will work with a small team of classmates to give feedback, encourage one another's progress, and share useful tips and tricks.

Writing Groups

Writing is a social practice that is cultivated by working closely with colleagues. For that reason, I will place you in small writing groups that meet regularly during class time and between class sessions. These writing groups will provide opportunities for you to seek feedback and perspectives from each other. You will be responsible for providing written feedback to other members of your writing group at various points over the semester. In addition to providing opportunities for the exchange of written feedback, your writing group will also discuss “meta-reflections” about your writing process.

My Assumptions

Doctoral study is self-driven and hinges on personal responsibility and persistence. I assume that students enrolled in this or any other doctoral program are collegial, professional, and highly motivated. For this reason, this course does not include reading quizzes or other such check points; failure to closely read, reread, and apply tenets of core texts is simply grounds for a failing grade. Similarly, the application of new concepts and ideas in writing can be challenging, and I do not expect perfection in your writing. Yet, I do expect diligence in pursuing clear, sophisticated, and informed arguments, and I expect careful and thorough attention to all feedback in the form of revision; failure to iteratively pursue improvements in written drafts is grounds for a failing grade.

Your faculty advisor is your primary resource for helping you with papers and publications, and they retain the last word on acceptability and appropriateness of topics and approaches. However, many faculty are not fully available for in depth consultation during the summer months. Therefore, our goal will be to generate a full, polished paper that you can share with your advisor at the end of the summer. Of course, if you and your advisor have regular meetings scheduled this summer or the like, then you should feel free to engage with them about your literature review process.

In terms of effort: a hybrid course is not a reduced-time course. At Pitt, a 3-credit course=42 contact hours. For every contact hour, you should plan to spend at least an additional 1.5 hours working on course assignments and readings. To accomplish a careful literature review in 14 weeks will require every bit of this time from you. There are no shortcuts.

Course Requirements

Major Assignments

The culminating assignment of the course is a formal and polished literature review. There will be smaller assignments throughout the semester meant to support your review process and your cultivation of an academic writing practice. See assignment details in a section below.

Course Readings

All required readings will be available via our Canvas site or the Pitt library. Most will come from this text:

[Galvan, J. L., & Galvan, M. C.](#) (2017). *Writing literature reviews: A guide for students of the social and behavioral sciences* (7th ed.). New York: Routledge.

Additionally, I recommend the following:

Graff, G., & Birkenstein, C. (2014). *“They say/I say”*: *The moves that matter in academic writing* (3rd ed.). New York: W. W. Norton.

[Pitt EdD Research Guide](#). University Library System Course & Subject Guides.

[Purdue Online Writing Lab](#). Purdue University College of Liberal Arts.

[Zotero @ Pitt](#): About Zotero. University Library System Course & Subject Guides.

Feedback and Grading

Feedback is essential for high quality teaching and learning. I am committed to giving you individual, detailed, and timely feedback so that you can maximize your learning in this course. I aim to return all major assignments to you within one week of their due date. In the case of a resubmission, I will also return additional comments to you within one week.

Grades will be assigned on the basis of both process and product. The grading scale is:

Honors = equivalent to an A+ to A

Satisfactory = equivalent to an A- to B-

Unsatisfactory = equivalent to a C+ or lower

G grades and I grades. Under certain conditions you may receive a “G” or an “I” grade for the course. The Graduate Catalog explains the difference between two kinds of Incompletes as:

G Grade: The G grade signifies unfinished course work due to extenuating personal circumstances. Students assigned G grades are required to complete course requirements no later than one year after the term in which the course was taken. After the deadline has passed, the G grade will remain on the record, and the student will be required to reregister for the course if it is needed to fulfill requirements for graduation.

I Grade: The I grade signifies incomplete course work due to nature of the course, clinical work, or incomplete research work in individual guidance courses or seminars. For this course, an “I” (Incomplete) Grade will be granted only if you have actively attended to the course requirements but need extended time to complete the required work to meet minimum expectations. If an Incomplete grade becomes necessary, I will require you to propose a plan of action outlining how you will complete the work within no more than one term from the end of the course (and preferably a shorter period of time).

Late assignment policy. The nature and pace of this course requires that you do not fall behind in assignments. If an extension is needed for an assignment, this must be arranged before the due date and will be granted for only extenuating circumstances. Points will be deducted for late assignments.

Course Schedule

Week	Date	Guiding Questions	Readings to Complete	Assignments Due
Module 1: Getting Started				
1	May 11-17	<ul style="list-style-type: none"> ● Do you have a current writing practice? How could you grow as an academic writer? ● What are some of the features and functions of the literature review? 	Complete readings before class: <ul style="list-style-type: none"> ● Video: Introduction to course ● Syllabus ● Sword 2017 ● Denman 2018 	<ul style="list-style-type: none"> ● Post memo with your results of your BASE diagnostic and writing goals for the term (due 5/17, 11:59pm)
	May 16 <i>Zoom class meeting 1pm</i>	<ul style="list-style-type: none"> ● Launching Day <p><i>In class we will:</i></p> <ul style="list-style-type: none"> ● <i>Share reflections about current writing practice and writing goals</i> ● <i>Consider features of the literature review</i> ● <i>Review syllabus</i> ● <i>Meet in writing teams to coordinate</i> 		
2	May 18-24	<ul style="list-style-type: none"> ● What is your problem of practice? What big questions do you need to understand about your problem that will guide your review? 	<ul style="list-style-type: none"> ● Video: Assignment 1 <p>Recommended:</p> <ul style="list-style-type: none"> ● Webinar 2: Refining a Problem of Practice 	<ul style="list-style-type: none"> ● Share and give feedback to writing team ● Submit Assignment 1 (due 5/24, 11:59pm)
Module 2: Generating a Chart to Organize and Analyze Important Works				
3	May 25- May 31	<ul style="list-style-type: none"> ● How has your problem been investigated in the past? What has been learned about the problem? What might be tried that has been shown to have positive outcomes in other contexts? 	<ul style="list-style-type: none"> ● Video: Assignment 2 ● Read and reread widely and deeply in your focal area <p>Recommended:</p>	

			<ul style="list-style-type: none"> ● Webinar 4: Finding Sources ● Machi & McEvoy Ch. 1-2 (pp. 1-57) ● Galvan & Galvan Ch. 4-8 	
4	June 1-7	<ul style="list-style-type: none"> ● What are some ways of reading to summarize? What are some ways of analyzing articles? ● How do lit reviews make arguments? 	Complete readings before class: <ul style="list-style-type: none"> ● Reread Denman 2018 ● Stull video ● Stull 2019 	
	June 6 <i>Zoom class meeting 1pm</i>	<ul style="list-style-type: none"> ● Studying the Lit Review Genre Day <p><i>In class we will:</i></p> <ul style="list-style-type: none"> ● Consider features of the literature review ● Look at examples of synthesis sections ● Meet in writing teams 		
5	June 8-14	<ul style="list-style-type: none"> ● How has your problem been investigated in the past? What has been learned about the problem? What might be tried that has been shown to have positive outcomes in other contexts? 	<ul style="list-style-type: none"> ● Read and reread widely and deeply in your focal area 	<ul style="list-style-type: none"> ● Share and give feedback to writing team ● Submit Assignment 2 (due 6/14, 11:59pm)
Module 3: Drafting Your Argument				
6	June 15-21	<ul style="list-style-type: none"> ● What are the major findings you're uncovering? Create an outline 	<ul style="list-style-type: none"> ● Video: Assignment 3 ● Webinar 5: General Suggestions for Writing (focus on min 4:50-5:50) 	<ul style="list-style-type: none"> ● Submit Assignment 3 (due 6/21, 11:59pm)

			Recommended: ● Lamott (2005) ● Galvan & Galvan Ch. 9-11	
7	June 22-28	● Create a first draft	● Video: Assignment 4 Recommended: ● Webinar 5: General Suggestions for Writing	● Draft Assignment 4 (due to group 6/28)
	June 27 <i>Zoom class meeting 1pm</i>	● Writing workshop day <i>In class, we will work on:</i> ● <i>Introductions and framing</i> ● <i>Roadmapping</i> ● <i>Quotations</i> ● <i>Synthesis statements</i>		
8	June 29- July 5	● Peer feedback	● Webinar 6: Providing Useful Feedback	● Closely read one peer's draft and offer substantive feedback (feedback to peer due 7/5)
Module 4: Revising Your Argument				
9	July 6-11	● Global revision	● Webinar 7: Continued Writing and Revising Recommended: ● Galvan & Galvan Ch. 12-13 ● APA guidelines	
10	July 13-19	● Global revision		● Share and give feedback to writing team ● Submit Assignment 4 (due 7/19, 11:59pm)
Module 5: Refining and Sharing Your Argument				
11	July 20-25	● Refining and clarifying	● Video: Assignment 5 Recommended:	

			<ul style="list-style-type: none"> ● Webinar 8: Sharing Knowledge ● Galvan & Galvan Appendix A 	
	<p>July 25 Zoom class meeting 1pm</p>	<ul style="list-style-type: none"> ● Presentation and Reflection Day <p><i>In class we will:</i></p> <ul style="list-style-type: none"> ● <i>Share Powerpoint presentations with one another and receive feedback</i> 		<ul style="list-style-type: none"> ● Present Assignment 5 (due 7/25 in class, 1pm)
12	July 26-Aug 1	<ul style="list-style-type: none"> ● Refine your argument based on classmates' feedback ● Make final edits 	<ul style="list-style-type: none"> ● Video: Assignment 6 <p>Recommended:</p> <ul style="list-style-type: none"> ● Galvan & Galvan Appendix A 	<ul style="list-style-type: none"> ● Share and give feedback to writing team ● Submit Assignment 6 (due 8/1, 11:59pm) ● Complete OMETs (due 8/1)

Policies

Communication

If you have a direct question, request, or need, then please email me. To keep things efficient, I request that you:

- Email me from your Pitt email.
- Put the “Bottom Line Up Front”: Tell me what you need in a concise way.

If what you are wanting is substantive feedback or a conversation about a larger issue, then you should sign up for office hours rather than emailing me. You can sign up via the link on p. 1 of the syllabus.

Attendance

Regular and prompt attendance in the Saturday class sessions is an essential part of the educational experience in the EdD program. Each course meets only four times throughout the term – missing one of those sessions constitutes a significant portion of the time for interaction with instructors and peers.

Although students are expected to attend all Saturday class sessions, working professionals sometimes find themselves in circumstances that cause them to miss these class meetings. Exceptions may be made for a required **work-related commitment, illness, or valid emergency**. In such cases, students need to contact the course instructor to determine if there is any way to make up missed classwork.

If you are going to be absent for class because of a required work-related commitment, illness or valid emergency, please follow the following instructions:

1. Email the course instructor with a copy to Harriet Wortzman (hrp9@pitt.edu) and your advisor with the reason for missing the class.
2. Complete the course or instructor specific make up requirements for missed classes prior to the next class meeting.
3. Adhere to the acceptable reasons for missing class outlined in the policy above. Please note that they do not include vacation and/or personal events.

Academic Integrity

Academic integrity is a key component of professionalism. You are expected to adhere to standards of academic honesty. Cheating, plagiarism, or other acts of academic dishonesty will result in disciplinary action. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the [University Guidelines on Academic Integrity](#)

Provided here is the School of Education [Academic Integrity Policy](#). Please read the policy carefully.

The rights and responsibilities of faculty and students are described in the [University's Academic Integrity Guidelines](#). For more on University guidelines on academic integrity, see <http://provost.pitt.edu/faculty-resources/academic-integrity-freedom/academic-integrity-guidelines>.

Diversity and Inclusion Statement

I welcome students of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability, and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming, and inclusive environment for every other member of the class.

Grievance Policy

The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a student taking a course in the Doctor of Education Program (EdD) believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow the procedure described in the Guidelines by (1) first trying to resolve the matter with the faculty member directly; (2) then, if needed, attempting to resolve the matter through conversations with the EdD Program Director, Dr. Thomas Akiva tomakiva@pitt.edu; (3) if needed, next talking with the academic integrity officer of the school, Asst. Dean Shederick McClendon, samccclendon@pitt.edu; and (4) if needed, filing a written statement of charges with Asst. Dean McClendon.

Federal and State Background Checks and Clearances

All SOE students are now required to have federal and state clearances on file if they are working with or observing children as part of any university class or requirement. We are putting in place a new system that will be in place soon to make sure that we are in compliance. For now, see [how students can get their clearances](#).

The School of Education [Policies and Forms](#) page on the SOE website explains several policies and procedures, including academic probation, course repeats, leaves of absence, monitored withdrawal, transfer credits, and statute of limitations.

Accommodations

For Disability

If you require special accommodations or classroom modifications, then please notify both me and Disability Resources and Services by the end of the first week of the term. The office of Disability Resources and Services is located in 140 William Pitt Union (412-648-7890 [voice or TDD]; 412-228-5347 for P3 ASL users), and their website is at: <http://www.drs.pitt.edu>.

For Religious Observances

If a class session or due date conflicts with your religious holidays, please notify me of which dates will pose a conflict no later than the second week of class so we can make alternative arrangements. Your absence due to religious holidays will not harm your grade in the course.

For Other Special Circumstances

If there are other circumstances that may impact your success, please contact me as soon as possible to schedule an appointment so that we can discuss them.

University Resources

Pitt Police: 412-624-2121

Office of Diversity and Inclusion (ODI): Resources, consultation, and bias incident reporting:
<https://www.diversity.pitt.edu/>

Title IX Office: resources regarding sexual harassment, gender-based discrimination, and sexual violence: <https://www.titleix.pitt.edu/>

Catalogs: The University Catalogs have comprehensive information about policies, programs, and courses. There are University-level policies and policies specific to the School of Education. Bookmark these links and review these documents periodically.

- [Pittsburgh Campus Graduate and Professional Studies](#)

Student Mental Health: Counseling Center, in the Wellness Center in Nordenberg Hall:
<https://www.studentaffairs.pitt.edu/cc/> Call 412-648-7930 any time.

Sexual Assault Response: 412-648-7856, Care and Resource Support Team (CARS): Email pittcares@pitt.edu or see: <http://www.studentaffairs.pitt.edu/cars/>

Student Affairs Summary: [Faculty and Staff Guide for Helping Distressed Students](#)

Assignment 1: Drafted Introduction and Context Review
(10 points)

Directions: The introduction will lay out the problem that you are focused on and the specific questions that will drive your review. Include the following with center and left justification and bolded headings and subheadings formatted exactly as below. Do not include any italicized directions in your final text.

Part I. Introduction (3 pages)

- A. Problem Statement** (*What is the problem of practice you are addressing?*)
- B. Brief Overview of Context** (*Briefly, what is your professional context? What are the contextual and system-level components that are most relevant for your problem of practice?*)
- C. Purpose of Review** (*What is the problem of practice you are seeking to learn more about through this review? What are the questions that will drive your review of the literature? Consider questions such as, How has the problem been investigated in the past? What has been learned about the problem and aspects of the problem? What questions remain in the field? What might be tried that has shown to have positive outcomes in other contexts?*)
- D. Roadmap** (*Summarize your plan for the main bodies of literature/knowledge you will review. This is your “plan of attack” and may include naming key scholars, search terms, publication date ranges, or focal journals that you will prioritize*)

Part II. Review of Scholarship (7-12 pages)

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Part III. Context Review (2 pages)

(This is the section to include additional detail about your context, past tests of change, etc.)

- A. Professional Context and Role** (*What is your professional context? What is your role within this system?*)
- B. Patterns or Data Pointing to the Problem** (*What specific data or information do you have that point to the problem you have identified? This section may include existing data from the organization, data gathered from empathy interviews, as well as your own perception.*)
- C. Previous Tests of Change** (*Have you conducted any exploratory tests of change? If so, describe them and what you have learned. If not, then omit this section.*)

Part IV. Conclusion (1-2 pages)

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Part V. References

(Insert any references you have used in this document. Use APA format. You may not have used many references yet, and that’s just fine.)

**Assignment 2: Literature Review Chart
(20 points)**

Directions: To support your process of reading, rereading, summarizing, and synthesizing scholarly works, I have created a simple template for you to gradually fill in. It is flexible, so you can add space for more questions or rows, format your page to landscape, etc. You should strive to use precise, academic language and complete sentences as you summarize articles, make analytic comments, and articulate connections to your problem of practice. As you summarize and analyze each source, use Galvan & Galvan Chapters 6-7 as a guide. This assignment will support your writing of Part II.

Guiding Question 1: _____

Citation in APA	Summary of study (in your own words)	Analytic comments	What <i>specifically</i> does this source help you understand about your focal question?	Together, what do these sources help you understand about your focal question and/or your problem of practice?
1				Keep drafty notes to self here until you have read and considered all sources in this section; then, write a formal paragraph that puts all of the pieces in this section in conversation with one another
2				
3				
4				
5				

Guiding Question 2: _____

Citation in APA	Summary of study	Analytic comments	What <i>specifically</i> does this source help you understand about your focal question?	Together, what do these sources help you understand about your focal question and/or your problem of practice?
6				Keep drafty notes to self here until you have read and
7				
8				

9				considered all sources in this section; then, write a formal paragraph that puts all of the pieces in this section in conversation with one another
10				

Guiding Question 3: _____

Citation in APA	Summary of study	Analytic comments	What <i>specifically</i> does this source help you understand about your focal question?	Together, what do these sources help you understand about your focal question and/or your problem of practice?
11				Keep drafty notes to self here until you have read and considered all sources in this section; then, write a formal paragraph that puts all of the pieces in this section in conversation with one another
12				
13				
14				
15				

Assignment 3: Literature Review Outline
(10 points)

Directions: Make a bulleted outline to plan your literature review writing. Use and adapt the template below to fit your specific project. You may draw on Assignments 1 and 2, but try to represent your newest and most precise thinking here. This may mean that the questions driving your review are sharpened, the synthesis sections are revised, etc. This assignment will support your writing of Part II.

- 1) Questions driving my review:
 - a) x
 - b) x
 - c) x

- 2) Roadmap: The main bodies of literature that I will review are:
 - a) x
 - b) x
 - c) x

- 3) Main themes/theories in the literature responsive to question 1
 - a) x
 - i) citations
 - b) x
 - i) citations
 - c) x
 - i) citations
 - d) synthesis of all citations in this section

- 4) Main themes/theories in the literature responsive to question 2
 - a) x
 - i) citations
 - b) x
 - i) citations
 - c) x
 - i) citations
 - d) synthesis of all citations in this section

- 5) So what? How does all of this help you to understand your problem of practice? What seem to be productive directions for approaching your focal problem?
 - a) x
 - b) x
 - c) x

**Assignment 4: Drafted Review of Supporting Scholarship
(10 points)**

Directions: Use your Assignments 1-3 to draft a 15-page literature review (not including references/charts/appendices). This assignment will be your revision of Parts I / III and first draft of Part II.

As a reminder, your final project for this course is a formal, polished review of supporting scholarship that informs your problem of practice and your eventual inquiry project. This review should demonstrate that your problem of practice is a pressing problem beyond your local context and provide a guide for how your problem might be addressed in your local context. The review should be succinct, comprehensive, and integrated and demonstrate a clear path of your understanding of the problem area and how it is framing your understanding of the specific problem.

Do not include in your final copy any text from this template that is in italics.

Part I. Introduction (3 pages)
*(Include your **revised** introduction here)*

- A. Problem Statement** *(What is the larger problem/topic area of practice you are addressing?)*
- B. Brief Overview of Context** *(What is your professional context, briefly? What are the contextual and system-level components that are most relevant for your problem of practice?)*
- C. Purpose of Review** *(What is the problem of practice you are seeking to learn more about through this review?)*
- D. Roadmap** *(Summarize the 3-4 main bodies of literature/knowledge that you have reviewed. Write this in past tense because now you have reviewed them. Include any decisions you made about what to include/not include in your search, such as key word terms, dates of publication that you included/excluded, authors you focused on, etc.)*

Part II. Review of Scholarship (7-12 pages)

(Review 15-20 key pieces. Organize them by your focal questions or by theme. Consult literature review examples from class. Consult Galvan & Galvan Chapters 10, 11, and 13. Consider using the organizational structure below. Note: this is flexible and the ultimate organizational scheme should be determined by your review findings. The point is that your review should be organized by theme or idea, not as a list of disconnected paragraphs.)

- A. Guiding Question 1 (1-3 pages)**
 - a. Theme/theory 1
 - b. Theme/theory 2
 - c. Theme/theory 3
- B. Guiding Question 2 (1-3 pages)**
 - a. Theme/theory 1
 - b. Theme/theory 2
 - c. Theme/theory 3

C. Guiding Question 3 (1-3 pages)

- a. Theme/theory 1
- b. Theme/theory 2
- c. Theme/theory 3

D. Synthesis (2 pages) (*How do your findings help you to “see the system” differently? What questions or insights emerge when you consider your professional context through the lens of your findings? Do you now see your problem of practice in a sharpened/refined/different way? What are some promising change ideas you have uncovered?*)

Part III. Context Review (2 pages)
(Include your **revised** context review here.)

- A. Professional Context and Role** (*What is your professional context? What is your role within this system?*)
- B. Patterns or Data Pointing to the Problem** (*What specific data or information do you have that point to the problem you have identified? This section may include existing data from the organization, data gathered from empathy interviews, as well as your own perception.*)
- C. Previous Tests of Change** (*Have you conducted any exploratory tests of change? If so, describe them and what you have learned. If not, then omit this section.*)

Part IV. Conclusion (1-2 pages)

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Part V. References

(List all references used. Consult APA manual. Do not list sources that you read but ended up not including in your review.)

Assignment 5: Presentation
(10 points)

Directions: During our final class meeting, you will present your work in a 3-4 slide Powerpoint presentation. In your presentation, you should focus on representing the following in a clear and conversational way:

- *What is your problem of practice?*
- *What were the big questions driving your literature review?*
- *What did you find in your review? In other words, what were the themes in the review or the answers to your driving questions?*
- *How has your review shaped your thinking about your context and problem of practice? How will you use your findings?*

The goal here is to be formal but conversational. If you are feeling “in the weeds” in your thinking, this should be an opportunity to seek clarity and remind yourself of the big ideas you are pursuing.

Prepare to give your talk in 5-6 minutes (practice and time yourself!). Practice sharing your screen via Zoom and talking while you click through your slides.

**Assignment 6: Revised Review of Supporting Scholarship
(40 points)**

*Directions: Use all assignments and feedback to produce your final literature review. Treat all former drafts as **drafts**, rather than as final sections to simply plug into place. Avoid the inclination to copy and paste in old writing without doing the work of revising and integrating. Some of the most important thinking work happens at this stage, where you synthesize your ideas once again and try to represent them in the clearest, most precise, and most consistent ways possible, both globally and at the level of the line or paragraph. This step can also be quite time consuming, so leave yourself plenty of time to work on it.*

Do not include in your final copy any text from this template that is in italics.

Part I. Introduction (3 pages)

- A. Problem Statement** *(What is the larger problem/topic area of practice you are addressing?)*
- B. Brief Overview of Context** *(What is your professional context, briefly? What are the contextual and system-level components that are most relevant for your problem of practice?)*
- C. Purpose of Review** *(What is the problem of practice you are seeking to learn more about through this review?)*
- D. Roadmap** *(Summarize the 3-4 main bodies of literature/knowledge that you have reviewed. Write this in past tense because now you have reviewed them. Include any decisions you made about what to include/not include in your search, such as key word terms, dates of publication that you included/excluded, authors you focused on, etc.)*

Part II. Review of Scholarship (7-12 pages)

- A. Guiding Question 1** *(1-3 pages)*
 - a. Theme/theory 1
 - b. Theme/theory 2
 - c. Theme/theory 3
- B. Guiding Question 2** *(1-3 pages)*
 - a. Theme/theory 1
 - b. Theme/theory 2
 - c. Theme/theory 3
- C. Guiding Question 3** *(1-3 pages)*
 - a. Theme/theory 1
 - b. Theme/theory 2
 - c. Theme/theory 3
- D. Synthesis** *(2 pages) (How do your findings help you to “see the system” differently? What questions or insights emerge when you consider your professional context through the lens of your findings? Do you now see your problem of practice in a sharpened/refined/different way? What are some promising change ideas you have uncovered?)*

Part III. Context Review (2 pages)

- A. Professional Context and Role** (*What is your professional context? What is your role within this system?*)
- B. Patterns or Data Pointing to the Problem** (*What specific data or information do you have that point to the problem you have identified? This section may include existing data from the organization, data gathered from empathy interviews, as well as your own perception.*)
- C. Previous Tests of Change** (*Have you conducted any exploratory tests of change? If so, describe them and what you have learned. If not, then omit this section.*)

Part IV. Conclusion (1-2 pages)

- A. Refined Statement of Problem.** (*Clear definition of local problem of practice you wish to improve using the most precise terms based in the literature.*)
- B. Inquiry Questions.** (*List 2-4 questions that will guide your scholarly inquiry on the problem.*)

Part V. References

Peer Feedback Guidelines and Online Interaction (20 points)

You will have regular opportunities to be in conversation with your writing group peers throughout the term. In general, your interactions will be around specific pieces of in progress work: yours and theirs. When you are sharing a piece of your writing for feedback, you should include 1-2 focused questions that you would like feedback on. When you are reviewing the writing of a colleague, you should focus your comments on the questions that they requested feedback on. And, as much as possible, focus on seeking and offering “high level” feedback (i.e., is the argument clear?, is the paragraph sound?). Scholarly feedback is not reading for grammatical errors or typos.

All communication should be professional, constructive, and actionable. Whenever possible, feedback should reference shared course readings and goals.

Your participation on our class Zoom calls is also a part of this grading category. Be timely, prepared, constructive, and engaged.

Rubric for Review of Relevant Scholarship

Quality of Ideas

Work conveys an appropriate sense of the complexity of the subject, and genuine consideration of assumptions, opposing views (when appropriate), and implications. Interpretations and conclusions are well grounded in data and/or textual evidence.

Interpretation and Synthesis of Educational Research

Writing summarizes, connects, and comes to new understandings about a series of scholarly works; authors of scholarly works are “in conversation” with one another.

Organization and Development

Writing is organized by theme, rather than reading as a series of disconnected statements. Writing builds effectively: ideas are logically and thematically arranged and developed through supporting details and evidence. Subsections are coherent and unified; transitions are used effectively to maintain flow.

Clarity and Style

Writing is clear and readable. Voice, tone, and style are appropriate for the assignment.

Mechanics

Writing is free of grammatical, usage, and spelling errors; paper reflects careful proofreading; format is easy to read.

Alignment of Literature Review, Problem Statement, Context Review, and Conclusions

All sections of the Benchmark are aligned with and inform one another; it is clear that the writer has conducted a review that is careful, focused, and *useful* for his/her professional problem and context.

Use of APA

Adheres to APA conventions.