

805-008 Searching and Referencing

Asst Professor Dr Steven A Martin, 2020

Course description: Discovering and reading literature reviews, opinion papers and research articles; composing a literature review to support a position; using scholarly writing techniques and citations following basic *APA style* referencing.

Course requirements and grading: In order to complete this course, students are required to develop and write two comprehensive literature reviews on topics of interest. The first review will represent the midterm exam score and the second review will represent the final exam score. Grading details are provided below.

Course outline

	Weekly course content	Teaching and learning activities
01	Instructor and student introductions; Review course description and discuss course objectives ; introduction to course themes and topics, including academic terms and concepts employed in searching and referencing.	Activity: students share current experiences and understanding of searching and referencing; instructor shares relevant academic background, personal experience and publication record; class discussion.
02	Introduction to in-text citations and referencing styles , including APA, Chicago, Harvard and various journal formats.	Activity: with guidance from the instructor, students locate and provide their own examples of various referencing styles; class discussion.
03	Introduction to formatting and referencing in APA style ; pairing in-text citations and references; developing a reference list or bibliography; how to avoid plagiarism.	Activity: with guidance from the instructor, students access various academic materials, guides and resources relevant to APA style; students complete handouts; class discussion.
04	Developing a literature review on a selected topic; learning and applying APA style in-text citations in sentences and paragraphs.	Activity: students read and become familiar with literature reviews on a variety of topics and as components of research papers; select, discuss and draft topics of interest in class. Drafting literature review project 1.
05	Developing a literature review on a selected topic; reference lists and bibliographies in learning and applying APA style .	Activity: students read and become familiar with literature reviews on a variety of topics and as components of research papers; select, discuss and draft topics of interest in class. Drafting literature review project 1.
06	Searching, referencing and developing an annotated bibliography for academic success. Introduction to the midterm project (project I) – literature review (due in week 10).	Activity: students learn how to search, identify and organize files and folders; aims of the activity include developing an annotated bibliography on a topic of interest applicable to writing a literature review. Drafting literature review project 1.
07	Online resources for searching and referencing: Google Scholar ; identifying scholars and key articles on given topics.	Activity: students explore Google Scholar database; locate and organize files and folders on topics of interest applicable to writing a literature review. Drafting literature review project 1.

08	Online resources for searching and referencing: ResearchGate ; connecting with scholars; requesting papers and publications.	Activity: students explore the ResearchGate database; locate files and folders on topics of interest; request papers and presentations from relevant scholars. <i>Drafting literature review project 1.</i>
09	Midterm exam period: project-based learning assignment (i.e. no scheduled exam); students complete midterm literature review project 1.	Ongoing throughout weeks 1-8, guidelines and criteria are made available and allow time for topic exploration and selection. <i>Students complete literature review project 1.</i>
10	Online resources for searching and referencing: academic journals, databases and gaining access ; university subscriptions and library resources.	Activity: students explore academic journal databases; locate files and folders on topics of interest; accessing research via university subscriptions and library resources.
11	Introduction to the systematic review: concept, context, criteria, examples, methods and materials. Introduction to the final project (project II) – systematic literature review (due in week 17).	Activity: students learn the concept and meaning of the systematic reviews and basic meta-analyses; aims of the activity include developing an systematic review on a topic of interest applicable to writing a literature review. <i>Drafting systematic review project 2.</i>
12	Understanding, locating and referencing grey literature (I) : online resources, websites, news articles, etc. Recognizing transient materials and ephemera.	Activity: recognizing and referencing grey literature; providing examples. <i>Drafting systematic review project 2.</i>
13	Understanding, locating and referencing grey literature (II) : government reports, commercial in confidence materials, commissioned reports, etc.	Activity: recognizing and referencing grey literature; providing examples. <i>Drafting systematic review project 2.</i>
14	Searching and referencing YouTube (I) : academic lectures and presentations, documentary films and series; identifying key scholars in the field.	Activity: recognizing and referencing various genera of audio-visual materials; providing examples. <i>Drafting systematic review project 2.</i>
15	Searching and referencing YouTube (II) : diverse videos of interest, animated video presentations, travel videos and vlogs; identifying key scholars in the field.	Activity: recognizing and referencing various genera of audio-visual materials; providing examples. <i>Drafting systematic review project 2.</i>
16	Course Q & A: discussion and review of the course objectives and final project; final class comments.	Activity: Students share and review drafts of their systematic literature review projects. Class discussion on the significance of searching and referencing. <i>Drafting systematic review project 2.</i>
17	Final exam period: project-based learning assignment (i.e. no scheduled exam); students complete final literature review project 2 (systematic review).	Guidelines and criteria are provided online and made available in advance in order to allow time for topic exploration and selection. Appropriate support for project requirements ongoing throughout the term. <i>Students complete systematic review project 2.</i>

Grade points and scoring

- 25 points – Active participation (5 points), note-taking (5 points), in-class discussion (5 points), language and attitude (5 points), creativity (5 points).
- 25 points – Individual assignments (5 points), worksheets (5 points), PowerPoints (5 points), presentations (5 points), group work (5 points).
- 25 points – Literature review project 1 (see grading rubric below).
- 25 points – Literature review project 2 (see grading rubric below).

Literature review grading rubric

25 points total (A >= 20) (B > 17.5) (C > 15) (D > 12.5) (E < 12.5)

A >= 20	B > 17.5	C > 15	D > 12.5
<ul style="list-style-type: none"> ▪ 5 points – Clearly provides citations and references in the review. ▪ 5 points – Thoroughly but concisely presents main points in a well-organized manner. ▪ 5 points – Sources represent various media, and diverse points of view are well-represented. ▪ 5 points – Sentences and paragraphs are structured, engaging, thorough, and add greatly to the presentation. ▪ 5 points – Correct use of APA style. 	<ul style="list-style-type: none"> ▪ 5 points – Contains citations and references in the review. ▪ 5 points – Adequately presents main points in a fairly well-organized manner. ▪ 5 points – Sources represent various media, and diverse points of view are represented. ▪ 5 points – Sentences and paragraphs are complete and adequate and add to the presentation. ▪ 5 points – Correct use of APA style. 	<ul style="list-style-type: none"> ▪ 5 points – Contains limited citations and references in the review. ▪ 5 points – Presents main points but not as sufficiently and not as well-organized. ▪ 5 points – Sources represent some areas of media, and diverse points of view are not as well represented. ▪ 5 points – Sentences and paragraphs are choppy and somewhat lacking. ▪ 5 points – Correct use of APA style. 	<ul style="list-style-type: none"> ▪ 5 points – Citations and references are lacking or unclear. ▪ 5 points – Does not sufficiently present main points and is not well-organized. ▪ 5 points – Sources represent limited media, and diverse points of view are not well represented. ▪ 5 points – Sentences and paragraphs are choppy, lack content and fail to present a main point. ▪ 5 points – Correct use of APA style.