



EnvironMentors[©] Literature Review

Teacher and Mentor Summary

The purpose of the Literature Review is to enable students to develop background information on their project. The Literature Review will be developed through two activities. First, students will create an Annotated Bibliography of literature and web resources on their project topic. Second, students will write a short research paper based on the information they obtained from books, journals, magazines, and websites.

Objectives

- Create an annotated bibliography of 3 print and 3 web sources
- Write a short literature review

Activities

- Identify at least three printed books, professional journals, or magazine articles related to their project topic.
- Identify at least three “primary source” Web sites related to their project topic.
- Properly cite each source (<http://healthlinks.washington.edu/hsl/styleguides/apa.html> gives an excellent summary of standard citation formats for a variety of sources.)
- Prepare a summary of 100-200 words for each literature and web source.
- Compile a short research paper based on literature and web resources.

*** *Teachers will have different page length requirements based on grade and skill levels of students. Mentors, please be sure you clear on the page length requirement for your student.*

Suggested Rubric

Total Value = 10 possible points To what extent does the student:

- Include 3 primary literature sources and 3 web sites
- Provide a proper citation for each source.
- Include a clear and concise summary of the book or article using 100-200 words.
- Develop a coherent paper on the project topic based on background information from his/her literature and web sources.
- Use proper grammar, punctuation, and spelling to communicate in a clear and concise manner.

Background

- **Primary Sources** are original documents containing firsthand information about a topic. Different fields of study may use different types of primary sources. Common examples of a primary source are:
 - Diaries
 - Interviews
 - Letters
 - Original works of art
 - Photographs
 - Works of literature.
- **Secondary Sources** contain commentary on or discussion about a primary source. The most important feature of secondary sources is that *they offer an interpretation of information gathered from primary sources*. Common examples of a secondary source include:
 - Biographies
 - Dissertations
 - Indexes
 - Abstracts
 - Bibliographies (used to locate a secondary source)
 - Journal
 - Articles
 - Monographs



Student Bibliography Form

Part One: Developing an Annotated Bibliography of Literature Sources and Web Sites

What is an Annotated Bibliography?

An annotated bibliography is a brief summary of sources, such as books, journals, or articles, about your topic **accompanied by a proper citation** that you will research for your project. Please see the citation style guidelines on the following page for examples of proper citation.

Steps:

- A. Find 3 books, magazines, or newspaper articles at the library or posted on the internet that have useful information about your project topic.
- B. Find 3 internet sites that have information about your project topic.
- C. Properly cite each source below.

Literature Sources and websites, with citations, that I will use for my project include:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Steps:

- D. For each source, write a short paragraph (100-200 words) summarizing what each source says with regard to your topic.
- E. Type up each part, placing the paragraph about each source below the source citation. Save it and make a copy for your teacher or Coordinator.

Congratulations! You have completed your Annotated Bibliography!

Due: _____

Citation Style Guidelines

Courtesy: Healthlinks.washington.edu/hs/styleguides/apa

Book with 1 to 2 authors	Cohen, L.G., & Spenciner, L.J. (1994). <i>Assessment of young children</i> . White Plains, NY: Longman.	(Cohen & Spenciner, 1994)
Book with 3 to 5 authors	Pratkanis, A.R., Brekler, S.J., & Greenwald, A.G. (1989). <i>Attitude structure and function</i> . Hillsdale, NJ: Erlbaum.	(Pratkanis, Breckler, & Greenwald, 1989) <i>first citation</i> (Pratkanis et al., 1989) <i>subsequent citations</i>
Edited book	Gibbs, J.T., & Huang, L.N. (Eds.). (1991). <i>Children of color: Psychological interventions with minority youth</i> . San Francisco: Jossey-Bass.	(Gibbs & Huang, 1991)
Chapter from a book	Masaro, D. (1992). Broadening the domain of the fuzzy logical model of perception. In H.L. Pick, Jr., P. van den Broek, & D.C. Knill (Eds.), <i>Cognition: Conceptual and methodological issues</i> (pp. 51-84). Washington, DC: American Psychological Association.	(Masaro, 1992)
Journal article with 2 authors (paginated by issue)	Klimoski, R., & Palmer, S. (1993). The ADA and the hiring process in organizations. <i>Consulting Psychology Journal: Practice and Research</i> , 45(2), 10-36.	(Klimoski and Palmer, 1993)
Journal article with 3 to 6 authors	Kendall, P.C., Stark, K.D., & Adam, T. (1990). Cognitive deficit or cognitive distortion of childhood depression. <i>Journal of Abnormal Psychology</i> , 18, 255-270.	(Kendall, Stark, & Adam, 1990) <i>first citation</i> (Kendall et al., 1990) <i>subsequent citations</i>
Newspaper article with no author	New drug appears to sharply cut risk of death from heart failure. (1993, July 15). <i>The Washington Post</i> , p. A12.	("New Drug," 1993)
Magazine article	Posner, M.I. (1993, October 29). Seeing the mind. <i>Science</i> , 262, 673-674.	(Posner, 1993)

Encyclopedia article	Bergmann, P.G. (1993). Relativity. In <i>The new encyclopaedia Britannica</i> (Vol. 26, pp. 501-508). Chicago: Encyclopaedia Britannica.	(Bergmann, 1993)
Monographic series	Davidoff, R.A. (1995). <i>Migraine: Manifestations, pathogenesis, and management</i> (Contemporary Neurology Series No. 42). Philadelphia: F.A. Davis.	(Davidoff, 1995)
ERIC document	Mead, J.V. (1992). <i>Looking at old photographs: Investigating the teacher tales that novice teachers bring with them</i> (Report No. NCRTL-RR-92-4). East Lansing, MI: National Center for Research on Teacher Learning. (ERIC Document Reproduction Service No. ED346082)	(Mead, 1992)

Citing Electronic Resources

Regardless of format, students using and citing Internet sources should use the following two guidelines:

- Direct readers as closely as possible to the information being cited; whenever possible, reference specific documents rather than home or menu pages.
- Provide web link addresses that work.

(Publication Manual of the American Psychological Association, 2001)

Type of Entry	Reference List	Reference Citation in Text
Document available on university program or department Web site	Chou, L., McClintock, R., Moretti, F., & Nix, D.H. (1993). <i>Technology and education: New wine in new bottles: Choosing pasts and imagining educational futures</i> . Retrieved August 24, 2000, from Columbia University, Institute for Learning Technologies Web site: http://www.ilt.columbia.edu/publications/papers/newwine1.html	(Chou, McClintock, Moretti & Nix, 1993) <i>first citation</i> (Chou et al., 1993) <i>subsequent citations</i>
Electronic copy of a journal article, 3-5 authors, retrieved from database	Borman, W.C., Hanson, M.A., Oppler, S.H., Pulakos, E.D., & White, L.A. (1993) Role of early supervisory experience in supervisor performance. <i>Journal of Applied Psychology</i> , 78, 443-449. Retrieved October 23, 2000, from PsycARTICLES database.	(Borman, Hanson, Oppler, Pulakos & White, 1993) <i>first citation</i> (Borman et al., 1993) <i>subsequent citations</i>
Internet articles based on a print source	VandenBos, G., Knapp, S., & Doe, J. (2001). Role of reference elements in the selection of resources by psychology undergraduates [Electronic version]. <i>Journal of Bibliographic Research</i> , 5, 117-123.	(VandenBos, Knapp, & Doe 2001), <i>first citation</i> (VandenBos, et al, 2001), <i>subsequent citations</i>
Web Site	University of Pennsylvania Cancer Center (last updated Sept 10, 2001). <i>OncoLink: Frequently Asked Questions about Non-Hodgkins Lymphoma</i> . Retrieved October 26, 2001, from http://cancer.med.upenn.edu/disease/nonhodgkins/faq/	(University of Pennsylvania Cancer Center, 2001)

Example Annotated Bibliography

The following is an example of an annotated bibliography provided by Washington and Jefferson University.

(http://www.washjeff.edu/users/kmcevoy/annotated_bibliography_sample.html)

Annas, Pamela. "Style as Politics: A Feminist Approach to the Teaching of Writing." *College English* 47:4 (April 1985): 360-72.

This essay grew out of Annas' experience teaching a course titled "Writing as Women." Annas argues that numerous constraints work to prevent women from writing and to make them self-conscious when they do write. She believes that women must be taught to become personally (and politically) invested in their writing. Annas writes, "Whenever a woman sits down to write, she is engaged in a complex political act in which the self and the world struggle in and through the medium of language" (362-363).

Caywood, Cynthia and Gillian Overing. Introduction. *Teaching Writing: Pedagogy, Gender, and Equity*. Albany, NY: SUNY P, 1987. xi-xvi.

In their introduction to this collection of essays, Caywood and Overing write that the purpose of this book is to explore "the relationship between feminist theory and writing theory" (xii). They write that there are important parallels between the feminist critique of patriarchy and revisionist critiques of traditional writing practices and pedagogies and equate the process model of writing to feminist revision strategies. Ultimately, their entire collection argues for transforming the composition classroom into a feminist language class. The focus is on empowering women students and revaluing feminine modes of discourse.

Cixous, Helene. "The Laugh of the Medusa." *Signs* 1:1 (Summer 1976): 875-93.

In one of the most-cited feminist essays, Cixous argues that women must reclaim their bodies and forge their own path through writing. She condemns patriarchal intimidation and oppression of women, claiming women can only free themselves once they establish their right and power through writing. Cixous argues that women are indoctrinated to believe their writing is somehow shameful and that women silence themselves by keeping their writing secret.

Coates, Jennifer. *Men, Women, and Language: A Sociolinguistic Account of Gender Differences in Language* (2nd ed.). New York: Longman, 1993.

Coates argues that there is a strong interplay between language and social structure. The author states that society has preconceived notions about gender and language. For example, women are not as literate as men, they talk more and say less (silence is the ideal because it is synonymous with obedience). Coates cites the "Androcentric Rule"—men's language is the norm, women's the deviance. Coates hopes to show readers that language, dominated by males, plays a key role in continued inequality between the sexes.

Student Literature Review Outline

Part Two: The Literature Review

The next step is to combine your introduction with the background research you have just completed. This is called your "Literature Review".

All Literature Review papers must be typed with at least 1 inch margins and 12 pt. font. *Please check with your teachers for specific page length requirements. **SAVE IT ON A DISK!***

Regardless of the specific page length designated for your class, all Literature Review papers must include the following in **PARAGRAPH FORM**:

I) Introduction: The literature review introduction will be composed of pieces you have already completed in the draft of your introduction, including:

Project Topic

Background and Need for your Project

Purpose of Your Project

Research Question

Hypothesis

***Note:** You can and should pull the introduction that you already wrote and typed.

II) General Overview and Background:

Write a general overview/summary of your project topic by including information from **EACH** of the sources that you researched. *Pull the information from your Annotated Bibliography.* Make sure the information is related to your Research Question. What similarities did you find in all your sources? Are there any major differences?

III) Addressing Your Research Question

Think back over the Overview and Background section that you just wrote. Now, write about how the information you found addresses your Research Question. How does it help to answer your question? Does it help prove or disprove your hypothesis? What further research will you need to do to better answer your research question and prove or disprove your hypothesis?

IV) Closing paragraph:

Finally, your closing paragraph is a chance to brainstorm what kind of **experiment you could design** to prove or disprove your hypothesis based on what you learned from writing your Literature Review.

When you have finished writing, make sure to read over your paper and **EDIT**. Check that it flows well and does not contain spelling and grammatical errors. Have one of your peers read through and edit.

Congratulations! You have completed your Literature Review! Type up what you have written, and save it. Print a copy and turn it in to your teacher or coordinator.

Due: _____