

Research Project

Instructor: Ee Lin Lee

COMM 420 Theory Analysis and Critique Project

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COMM 420 Theory Analysis and Critique Project

Assignment Description

The overarching goal of this assignment is to challenge you into becoming reflective and informed scholars. The assignment involves substantial research work, in which you will critically read and review empirical works in communication and other closely related disciplines that make up the theory and associated scholarly research. You will learn to skillfully use library resources and keep up with research reports. In this assignment, you will review a theory, analyze its applications in communication research, and critique the theory from theoretical construction and empirical research aspects. The final paper should be 6 double-spaced pages if you choose to complete all writing elements. I strongly encourage you to pair up with another classmate to work on this project. Self and peer evaluation of work contributions for research papers will be used in evaluating your research project shall you choose to pair up with a classmate.

You will complete preparatory works at various points in this quarter to help you structure your project progressively. You may then obtain feedback from me and your peers during the writing workshops in order to improve on your writing. Be sure to keep up with class announcements because I may change guidelines for the assignment and/or add items for submission.

Writing Workshops Description and Instructions

You will complete preparatory works before attending the workshops; your preparation (i.e., complete all writing tasks and bring all items required) and participation in activities instructed will be evaluated. I have scheduled 8 writing workshops for the quarter. The following are the writing and printing guidelines for your work submissions.

All works must be typed using 12-point Times New Roman font, left aligned, with 1-inch margin on all sides (i.e., top, bottom, left, and right), and printed in a clear, readable format on white papers. You may single- and/or double-space your works, except double-space throughout when I require you to use the APA (6th ed.) style. Staple your papers on the left upper corner if you are submitting more than 1 page. If you have a printer that produces poor printing quality, you need to solve your own technical problem or seek help. Regardless you work individually or in a pair, each writer will bring a copy of the preparatory work.

Writing workshop 1. Writing and empirical writing.

- No preparation; be in class.

Evaluation criteria. *Must meet all criteria to earn a pass.*

- ___ Attend the full session of workshop; no partial attendance (incl. arriving late or leaving early).
- ___ Complete all activities as instructed in class.

Writing workshop 2. Theory selection and bibliography.

Prepare for the workshop and bring:

- TYPED WORK. List (1) the theory of your selection; (2) a brief explanation of the theory that is within 3-5 sentences; (3) a bibliography consisting of at least 4 sources that directly use your theory and that you have browsed through. Your sources must include at least a journal article, a chapter from a communication textbook, a chapter from a communication handbook or communication yearbook or specialized dictionary or encyclopedia in communication or a communication research measures book. I strongly recommend that you start your database searches with ComAbstracts.
 - *Optional.* Repeat the aforementioned tasks on a new page if you also select another theory.
 - When we meet, submit a hardcopy document containing items 1, 2, and 3 to me.

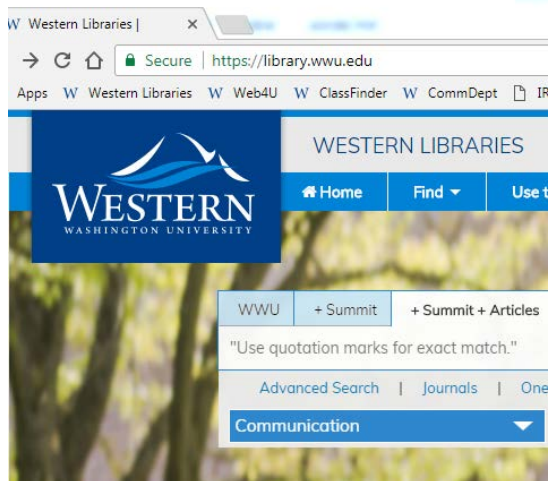
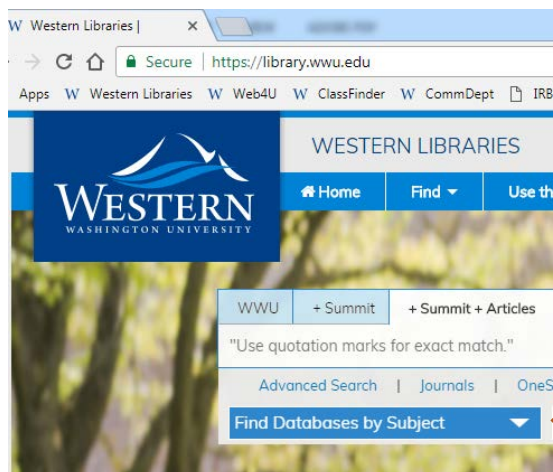
A bibliography (not a references page) contains all works that you have read in helping you to prepare your written paper; the works may or may not be actually cited in your text. Creating a bibliography, instead of a references page, helps give me a sense of the direction of your work. I may also utilize the bibliography to give you suggestions regarding key sources to be examined in your study.

Evaluation criteria. *Must meet all criteria to earn a pass.*

- ___ Attend the full session of workshop; no partial attendance (incl. arriving late or leaving early).
- ___ Complete all activities as instructed in class.
- ___ TYPED WORK contains all elements required and is satisfactory.

How to access Communication Databases from WL website

Step 1. On WL website (<https://library.wvu.edu/>), go to “Find Databases by Subject,” select “Communication” in the dropdown menu.



Step 2. I have checked the 3 databases (see below) that should be sufficient to assist you in your research project. I strongly recommend that you start with “ComAbstracts” just so that you can ground your study in the communication discipline.

A screenshot of the 'Databases A-Z: Communication Studies' page. The page title is 'Databases A-Z: Communication Studies'. Below the title, it says 'Comprehensive list of databases and other electronic resources provided for WWU users. Search or browse by'. There is a search bar with '259 DATABASES' and a 'Go' button. Below the search bar, there is a dropdown menu showing 'Communication Studies (11)' and a 'Find Databases by Type' dropdown. Below that, there is a list of letters 'All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z #'. Below the letters, it says '1 Databases found for Communication Studies' and a 'Clear Filters/Browse All Databases' button. Below that, there is a section titled 'Recommended Databases' with a list of databases. Each database entry has a checkmark, the database name, a 'Best Bet' badge, and a brief description. The databases listed are: Academic Search Complete [EBSCO], ComAbstracts [Communication Institute for Online Scholarship], Communication and Mass Media Complete [EBSCO], HeinOnline, PAIS: Public Affairs Information Service [ProQuest], and Web of Science [Thomson Reuters].

Writing workshop 3. Theory explanation and references.

Prepare for the workshop and bring:

- TYPED WORK. (1) Introduce and explain the theory you want to examine. Include theoretical components and/or propositions. Consult the assignment description, “Guidelines for Written Paper: Main Writing Elements - Part 1: Theory Explanation and Analysis” for details. Write in full-sentence outline. (2) Provide a References page a minimum of 4 scholarly sources cited in your text in (1). (3) List the questions you have for me.
 - When we meet, submit a hardcopy document containing items 1, 2, and 3 to me.

Additionally, bring the actual/original (i.e., hardcopy) empirical sources you listed in your bibliography so that we can have a productive discussion.

Evaluation criteria. *Must meet all criteria to earn a pass.*

- ___ Attend the full session of workshop; no partial attendance (incl. arriving late or leaving early).
- ___ Complete all activities as instructed in class.
- ___ TYPED WORK contains all elements required and is satisfactory.

Writing workshop 4. Data collection and summary.

Read “Outlining” by the Harvard College Writing Center (see Canvas) before attending the workshop. This reading provides the foundation for understanding the activities you will be participating in class.

During class time, you will draft parts of the outline of the “Introduction” and “Theory Analysis” sections of your paper according to the paper guidelines.

- Pens and/or highlighter pens (different colors)
- Sticky notes (different colors, if you would like, not a must)
- At least six sources you have (books, book chapters you photocopied, journal articles in hardcopy, handbooks, yearbooks, etc.) that directly use your theory. These should be the sources that you have read and are familiar with.

During the workshop, I will instruct you to highlight and/or take notes covering the main components in your sources. You can find the main writing components in the “Guidelines for Written Paper in the WP Research Project” description. You will then have, across different sources,

To be used for constructing part of your introduction section in the paper:

- Explanation of the theory
- Theoretical key concepts and definitions
- Importance of theory

If time permits, you will continue searching for and highlighting 2-3 of following components during class time.

To be used for constructing part of your theory analysis section in the paper, you will identify, for example:

- Research paradigm (i.e., quantitative or qualitative) of the theory
- Research paradigm of the studies in which the theory was tested
- Research methods used in testing the theory
- Context of the study
- Participant recruitment procedures
- Participant characteristics
- Data collection and analysis procedures

- Use the techniques covered in this writing workshop to construct your theory analysis section.
- Never summarize individual studies without any coherent purpose(s) in your theory analysis writing.
- See **Goldsmith and Fulfs (1999)** for example.

Evaluation criteria. *Must meet all criteria to earn a pass.*

- ___ Attend the full session of workshop; no partial attendance (incl. arriving late or leaving early).
- ___ Bring all items required.
- ___ Complete all activities as instructed.

Writing workshop 5. Theory analysis outline.

Reiteration.

- Use the techniques covered in **Writing Workshop 4: Data Collection and Summary** to construct your theory analysis.
- See **Goldsmith and Fulfs (1999)** for example.
- Do not summarize individual studies without coherent purpose(s) in your theory analysis. writing.

Prepare for the workshop and bring:

- TYPED WORK. (1) A full-sentence outline of your theory analysis section. (2) A list of questions you have for constructing the theory analysis and the introduction sections of your paper.
- Research project assignment description.
- Paper 1 evaluation rubric.

If you work in a pair, each writer will bring his or her own set of documents.

During the workshop, I will instruct you to highlight and/or take notes on your literature review outline. You and your peers will make sure that the outline covers the main writing components stated in the theory analysis section stated in the assignment description, "Guidelines for Written Paper in the WP Research Project."

Evaluation criteria. *Must meet all criteria to earn a pass.*

- ___ Attend the full session of workshop; no partial attendance (incl. arriving late or leaving early).
- ___ Bring all items required.
- ___ TYPED WORK contains all elements required and is satisfactory.

Writing workshop 6. Paper part 1 reflection; improved theory analysis.

Prepare for the workshop and bring:

- TYPED WORK. (1) List in bulleted points or numbering responding to the following questions: (a) After reading my critique, what are the 4-5 things you would like to improve on or change in your paper part 1 draft, and (b) Questions you have for me after reading my critique of your paper. (2) An improved full-sentence outline or essay of your theory analysis section. (3) A list of questions you have for constructing the theory analysis and the introduction sections of your paper.
- Research project assignment description.
- Paper 1 evaluation rubric.
- Forms and/or papers I wrote on when I critiqued your paper part 1 and perform other tasks that I specifically directed you to do.

If you work in a pair, each writer will bring his or her own set of documents.

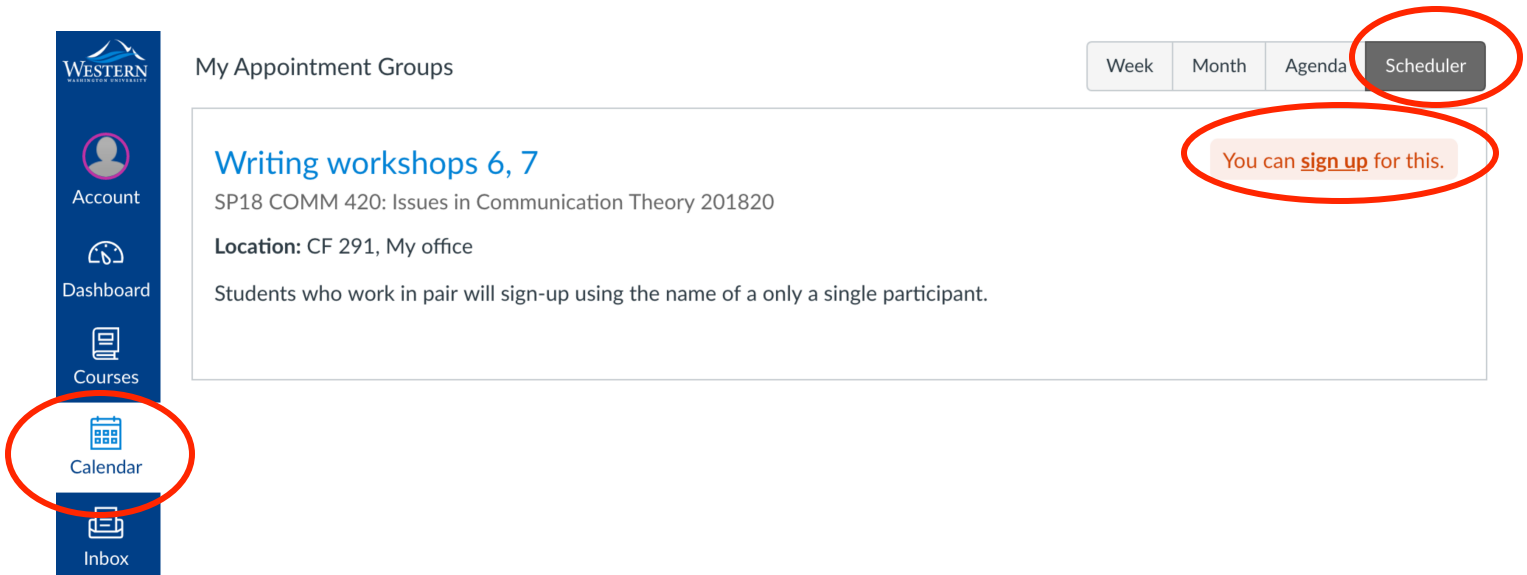
Evaluation criteria. *Must meet all criteria to earn a pass.*

- ___ Attend the full session of workshop; no partial attendance (incl. arriving late or leaving early).
- ___ Bring all items required.
- ___ TYPED WORK contains all elements required and is satisfactory.
- ___ Complete all activities as instructed.

Step 1. Go to **Calendar** on the left tab on 420 Canvas.

Step 2. Click on **Scheduler**.

Step 3. Click on **“You can sign up for this”** below the Scheduler button.



Step 4. Click on the time you want; then click **“Reserve”** on the pop-up window. **Un-reserve** yourself as needed, so that other students can use the time shall you do not need it.

You will attend Writing Workshops 6 and 7 in a 30-minute time slot on the day you have reserved. The 30-minute appointment will be used to accommodate the tasks for both workshops. You do not have to show up at the start of class time and you may leave when you are done.

Participants will forfeit the allotted time when they show up late. Missed appointments cannot be rescheduled due to scheduling logistics and class size.

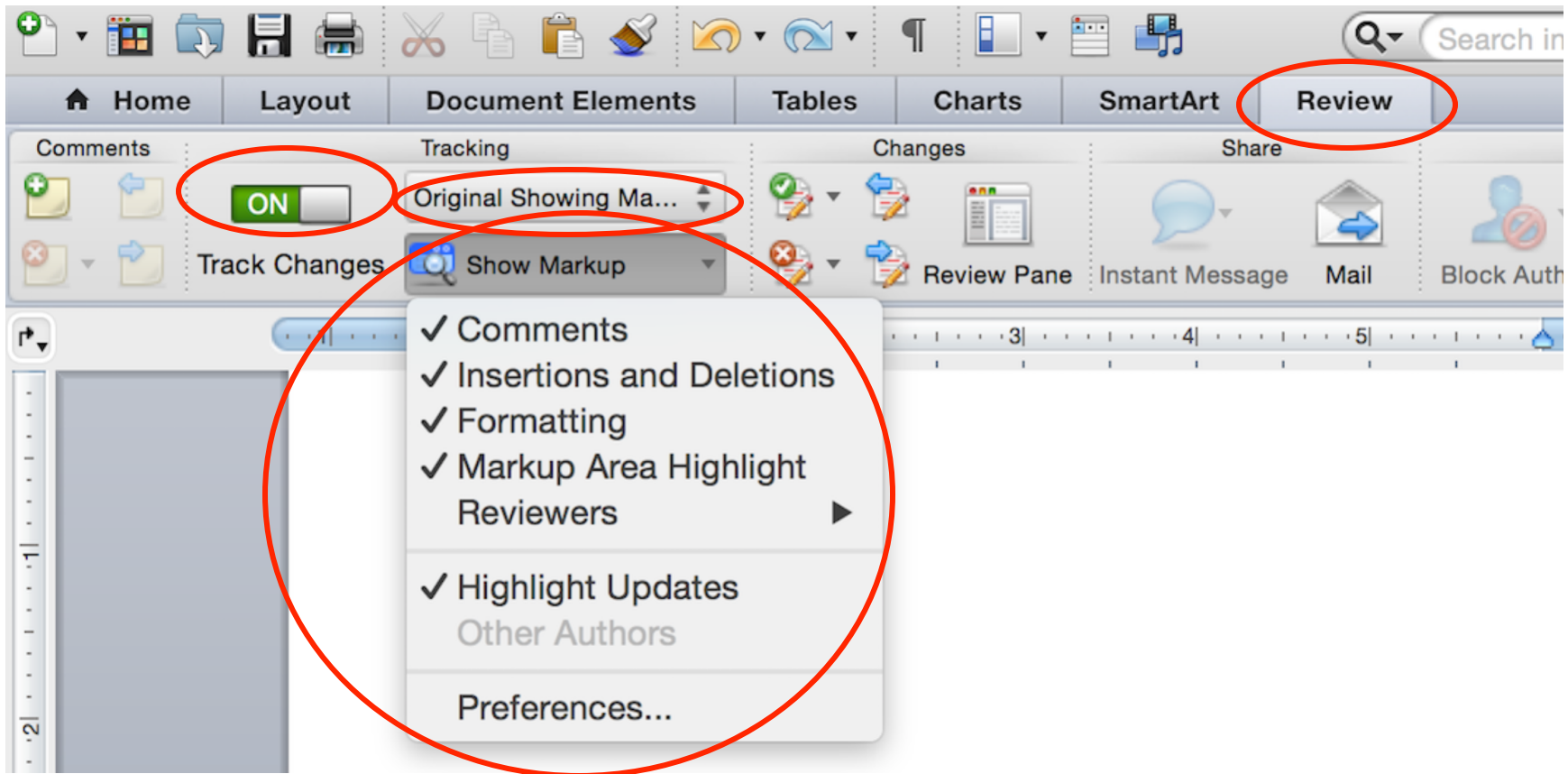
How to view Dr. Lee's comments in your MSWord assignments using Track Changes?

You are able to see my comments and mark ups in the document only when you turn on Track Changes.

Step 1. On the **Review** tab, in the Tracking group, make sure **Track Changes** in "On."

Step 2. Select **Original Showing Markup** on the upper drop-down menu.

Step 3. In the **Show Markup** drop-down menu, check the features I have selected below.



Writing workshop 7. Paper part 2 full-sentence outline.

Prepare for the workshop and bring:

- TYPED WORK. (1) Outline your paper part 2. Full-sentence outline should contain at least 2 strengths and at least 2 weaknesses of theory. (2) Include the references page. (3) List questions you have for me. (4) Bring the actual/original (i.e., hardcopy) empirical sources you use so that we can have a productive discussion. When we meet, you will submit a hardcopy document containing items 1, 2, and 3 to me.

If you work in a pair, each writer will bring his or her own set of documents.

Evaluation criteria. *Must meet all criteria to earn a pass.*

- ___ Attend the full session of workshop; no partial attendance (incl. arriving late or leaving early).
- ___ Bring all items required.
- ___ TYPED WORK contains all elements required and is satisfactory.
- ___ Complete all activities as instructed.

Writing workshop 8. Peer review final draft.

Prepare for the workshop and bring:

- Two copies of your research paper covering these sections: Intro, theory analysis, strengths, and weaknesses (in essay format).

If you work in a pair, each writer will bring his or her own copy.

Evaluation criteria. *Must meet all criteria to earn a pass.*

- ___ Attend the full session of workshop; no partial attendance (incl. arriving late or leaving early).
- ___ Bring all items required.
- ___ TYPED WORK. Two copies of your research paper covering these sections: Intro, theory analysis, strengths, and weaknesses (in essay format).
- ___ Complete all activities as instructed.

I will provide copies of the handouts for peer reviews during the workshop. The handouts are also available in the Peer Reviews section in this booklet—“**Instructions for Conducting Peer Reviews**” and “**Final Paper Critique Checklist.**”

- **Casmir (1994)** in Practice Seminar reading (see Canvas) discusses six criteria that are used to test a theory; use the work as a starting point to evaluate your theory.
- Course readings and points that I highlight during the seminar constitute important points for consideration. You may use course readings in writing your paper.

List of Theories

The following list contains controversial theories in the discipline to aid your research. You may also choose other theories that are not listed. The purpose of this list of theories is to aid you in your selection of a theory that focuses on culture, communication, and language that is suitable for the purpose of your research project. Why only these theories? First, these theories are firmly grounded in the objectives of this research project. Second, there are sources, especially journal articles in the culture, communication, and language area that you can use as references (i.e., these are theoretical issues that communication scholars have researched). Third, these theories present complexities and controversies that are worth investigating and learning. They have significant influences in communication theory and research and have real-life implications. Fourth, these theories are firmly grounded in the objectives of our course and are coherent with our course learning.

Core theories suggested so that the class can form cohort groups during the writing workshops. I will utilize these core theories during the writing workshops and in-class writing instructions.

- Self-construal theory
- Communication apprehension
- Conflict management grid (styles)
- Face-negotiation theory

Other relevant theories that you may choose to investigate independently.

- Conversational constraints theory
- Intercultural communication competence
- Politeness theory
- Identity negotiation theory
- Cross-cultural adaptation theory
- High-low context communication
- Power distance

Guidelines for Written Paper: Main Writing Elements

Part 1: Theory Explanation and Analysis

The length of your text (i.e., excluding references, title page, appendices and/or other attachment pages if applicable) should be 4-5 doubled-spaced pages. Your paper should contain the elements listed below.

1. Title page.

2. Introduction.

- a. Introduce and explain your theory selection. All theoretical components and/or propositions need to be explicated. Be sure to define key concepts.
- b. Justify the importance of the theory. That is, state the need for analyzing and critiquing that theory. Focus your argument from a communication standpoint. You may frame your discussion as a contribution to the communication discipline by potentially resolving contradictory findings in the literature, or as addressing contentious communication issues in its application. The discussion must not be your sole opinion; it must be supported by other (previous or current) research. *A paragraph of this discussion is sufficient.*
- c. State the purpose of your study. Such a statement is usually written in a sentence.
Limit your introduction section to a maximum of 1.5 pages.

3. **Theory analysis.** Discuss the use of the theory in previous studies. The purpose of this analysis is to provide a background on the application of the theory in empirical studies. Organize your main points to focus on issues related to the use of the theory in association with the research paradigm, method, context of the study, participant recruitment procedures, participant characteristics, data collection and analysis procedures, and conclusions. Focus on two main points in your discussion.

The theory analysis section should cover approximately 1 page.

4. **References.** Create a references page that is based on the APA (6th ed.) style. Be sure to cross-check your citations in the text and your references page to ensure accuracy. Refer to the APA citation materials that I recommend in class; please do not reinvent the wheel.

Writing Guidelines. Your work must be typed using 12-point Times New Roman font, left aligned, with 1-inch margin on all sides (i.e., top, bottom, left, and right), and double-spaced throughout. Use the APA (6th ed.) style.

Submit your paper in a single MSWord document on Canvas.

The following pages contain the evaluation rubric.

COMM 420 Theory Analysis and Critique Research Paper – Part 1 Evaluation

I will not critique works that contain more than 2 typos. You can submit your work any time before the deadline stated in the tentative course schedule. I do not accept late submissions.

Criteria	Rating & Comments
Overall Writing & Conventions	
Adheres to the APA (6 th ed.) stylistic format in in-text citations and the references page.	1 = Yes 0 = No
Title page construction reflects the mastery of writing, editing, & formatting exercises.	1 = Yes 0 = No
Sources cited are strictly empirical, scholarly works (journal articles, chapters from comm. handbook or yearbook, meta-analysis; no book reviews & conference paper for core data analysis; no 2ndary citation).	1 = Yes 0 = No
Follows the APA (6 th ed.) conventions of scholarly writing (i.e., clear, concise writing and correct mechanics of style).	1 = Yes 0 = No
Follows the "Writing Guidelines for APA-Formatted..." handout. Avoid fundamental writing errors.	1 = Yes 0 = No
Overall coherence in paper structure/organization, incl. the use of section subheadings, logical development, effective transitions. Emulates scholarly voice in published journal articles.	2 = Effective 1 = Not effective 0 = Not used properly
Introduction	
Theory introduction and explanation is clear and easy-to-follow.	2 = Yes 1 = No 0 = Not provided
Importance of theory is justified.	2 = Yes 1 = No 0 = Not provided
Purpose of the study is correct (i.e., answers the assignment requirements) and stated succinctly.	2 = Yes 1 = No 0 = Not provided
Theory Analysis	
Discusses the applications of the theory in past studies by focusing on 2 of the following themes: research paradigm, method, context of the study, participant recruitment procedures and participant characteristics, data collection and analysis procedures, and conclusions drawn.	2 = Yes 1 = No 0 = Not provided

Technical Considerations

Follow all writing guidelines. Your work must be typed using 12-point Times New Roman font, left aligned, with 1-inch margin on all sides (i.e., top, bottom, left, and right), and double-spaced throughout. Use the APA (6th ed.) style.

Paper part 1 is uploaded in a single MSWord document (if not, deduct 3 points).

Total points earned: _____ (max = 15)

Part 2: Final Paper

In this *pull-it-all-together* final paper, you will refine your previous work from Part 1 and include these two main elements in the theory critique section: (a) a discussion of the strengths of the theory, and (b) a critique and reflection on the weaknesses of the theory (see below). The length of your text for the new writing elements (i.e., excluding references, title page, appendices and/or other attachment pages if applicable) should be 3-4 doubled-spaced pages. Your paper should contain the elements listed below.

5. **Strengths of the theory.** Identify two strengths of the theory and explicate each in association with theory testing (i.e., as evidenced in empirical studies). Be sure you also illustrate clearly each main point and support your discussion by previous studies. Strengths listed and elucidated can include those claimed by the author(s) who developed the theory and others who have used the theory.

A brief discussion of this section (no more than 1.5 double-spaced pages) is sufficient.

6. **Weaknesses of the theory.** Reveal and discuss two weaknesses of the theory in depth. In this discussion, you may address weaknesses in terms of the construction of the theory (e.g., the authors' statuses and the context in which the theory was developed), the assumptions of the theory (and/or the theorist's/theorists' assumptions), and the applications of the theory (e.g., the use and misuse of the theory, the cultural stereotypes generated by the use of the theory, the limitations of the theoretical generalizations, etc.). The weaknesses that you describe can come from previous studies and your own critical assessment in resolving contentious arguments based on the studies you reviewed. Strive for an in-depth discussion; do not provide a list that covers the breadth rather than depth of issues. Be sure to illustrate clearly each main point and properly attribute/cite ideas you borrowed from other sources.

Limit: 2 pages.

In this section, a demonstration of critical thinking skills in critiquing the theory is crucial. You need to go beyond what is obvious: ask questions that dig beneath the surface of an issue; do not take any idea or argument proposed in scholarly works for granted; question the authors' assumptions as influenced by their statuses and/or societal norms; and consider the ethical dimensions of any topic, including such questions as who benefits and who gets hurt. Be sure to properly attribute/cite ideas you borrowed from other sources.

7. **Summary.** End your paper with a paragraph that concludes and reinforces the main points of your paper.
8. **References.** Create a references page that is based on the APA (6th ed.) style. Be sure to cross-check your citations in the text and your references page to ensure accuracy.
9. Include an **abstract** in your final paper.

Writing Guidelines. Your work must be typed using 12-point Times New Roman font, left aligned, with 1-inch margin on all sides (i.e., top, bottom, left, and right), and double-spaced throughout. Use the APA (6th ed.) style.

Submit the following items on Canvas.

- ___ Your paper in a single MSWord document.
- ___ Your final paper summary (see next page for the template).
- ___ One constructive critical review conducted by your peer in person; your co-author is not a reviewer. Scan and format the review in PDF and upload as a separate document from your paper.

The pages after the next contain the evaluation rubric.

Instructions. Please type your responses; handwritten work will not be graded.

Explain your theory in 3-4 full sentences.

- 1.
- 2.
- 3.
- 4.

Theory analysis: How many themes are there in the section? 1 2

List the themes here in full sentences. *Each theme must not exceed 1 full sentence.*

- 1.
- 2.

Theory critique: How many strengths of the theory are discussed? 1 2

List the strengths here in full sentences. *Each strength must not exceed 1 full sentence.*

- 1.
- 2.

Theory critique: How many weaknesses of the theory are discussed? 1 2

List the weaknesses here in full sentences. *Each weakness must not exceed 1 full sentence.*

- 1.
- 2.

Have you provided an abstract of your study? No Yes If yes, what is the word count? _____

COMM 420 Theory Analysis and Critique Research Paper – Final Paper Evaluation (Instructor Version)

I will not critique works that contain more than 2 typos. You can submit your work any time before the deadline stated in the tentative course schedule. I do not accept late submissions.

Criteria	Max pts	Comprehensive Evaluation Guidelines
Overall Writing & Conventions (19 pts)		
APA (6 th ed.) stylistic format in the title page.	3	<ul style="list-style-type: none"> ○ Shows mastery of writing, editing, and formatting (aka APA) exercises. ○ Addresses instructor's concerns raised in Paper 1 and/or APA exercises. ○ Paper elements are organized by the APA format. ○ Double-spaced throughout.
APA (6 th ed.) stylistic format in the references page.	4	<ul style="list-style-type: none"> ○ Shows mastery of writing, editing, and formatting (aka APA) exercises. ○ Paper elements are organized by the APA format. ○ Double-spaced throughout. ○ Sources are cited correctly.
Sources used.	3	<ul style="list-style-type: none"> ○ Sources used and cited are strictly empirical, scholarly works (journal articles, chapters from comm. handbook or yearbook, meta-analysis). ○ Does not include conference papers. Does not include book reviews in core data analysis. ○ No secondary citation unless approved by the instructor in writing. ○ Core sources for data analyses were published within the last 10 years. ○ Core sources used are within the comm discipline. ○ Works cited in text and those appear in References page are consistent.
APA conventions of scholarly writing (i.e., clear, concise writing and correct mechanics of style) and in-text citations.	5	<ul style="list-style-type: none"> ○ Shows mastery of writing, editing, and formatting exercises. ○ Articulates clearly and concisely by adhering to organization, writing style, language, grammar and usage by the APA style (APA manual, ch. 3). ○ Adheres to the mechanics of style (APA manual, ch. 4): Punctuation, spelling, capitalization, italics, abbreviation, numbers, metrication, statistical and mathematical copy, & equations.
Overall coherence in paper structure/organization, incl. the use of section subheadings, logical development, effective transitions.	4	<ul style="list-style-type: none"> ○ Structure/organization of the paper is sequenced logically. ○ Section subheadings are labeled properly. ○ Effective transitions are used in between (sub)sections, paragraphs, and sentences when needed. ○ Articulates in scholarly voice by emulating writing style in published empirical pieces. ○ Sentence & paragraph lengths are reasonable. ○ Demonstrates exceptional fluency & use of language.
Abstract (5 pts)		
Overall	4, 1	<ul style="list-style-type: none"> ○ Is concise, accurate, coherent, and informative. ○ Is comprehensive of the contents. ○ Is nonevaluative. ○ Is between 150-250 words.

Introduction & Explanation (11 pts)

Overall	3	<ul style="list-style-type: none">○ Contains attention getter, but no fillers.○ Orients/previews readers to the contents of the paper with clarity, conciseness, & accuracy.○ Demonstrates exceptional fluency & use of language.
Theory introduction and explanation	3	<ul style="list-style-type: none">○ Is written clearly, easy to follow, & reflects a solid understanding of the theory.○ Contains conceptual definitions that are clear, simple, easy to understand, & consistent with previous studies; definitions are supported by empirical studies.○ Articulates clearly & summarize succinctly the background info of theory as needed.
Importance of theory & rationale for the study	3	<ul style="list-style-type: none">○ Importance of theory is clearly explained & is supported by past studies.○ Rationale for the study is justified clearly: logical, coherent with the study, & supported by past research.○ Justification is supported by ≥ 2 distinctively different main arguments that are solid.
Purpose	2	<ul style="list-style-type: none">○ Is correct (i.e., reflects the understanding and requirements of the assignment).○ Is framed clearly & concisely to capture paper contents.

Analysis (12 pts)

Overall	4	<ul style="list-style-type: none">○ 1st para orients/previews readers to the contents of the subsections with clarity, conciseness, & accuracy.○ Demonstrates exceptional fluency & use of language.○ Is nonevaluative (i.e., neutral, does not contain critique of the applications).○ Demonstrates the review of adequate studies to form arguments that are well-reasoned.○ Contains the author's arguments, not a pedantic summary of past studies.○ Paragraphs and/or subsections are structured logically & are transitioned well from one to another.
Applications of theory	4, 4	<ul style="list-style-type: none">○ Discusses theoretical applications in past studies by focusing on sufficient or ≥ 2 of the following themes: research paradigm, method, context of the study, participant recruitment procedures and participant characteristics, data collection and analysis procedures, and conclusions drawn.○ Each theme is clearly written and explicated○ Each theme is supported by examples from multiple studies.○ Themes are distinctively different from one another.○ Past studies are weaved well to support main points.

Critique: Strengths of Theory (14 pts)

Overall	4	<ul style="list-style-type: none">○ Paragraphs and/or subsections are structured logically & are transitioned well from one to another.○ Demonstrates exceptional fluency & use of language.○ Demonstrates the review of adequate studies to form arguments that are well-reasoned.○ Contains the author's arguments, not a pedantic summary of past studies.
Main points/arguments	5, 5	<ul style="list-style-type: none">○ Delineates sufficient strengths or ≥ 2 that are distinctively different from one another.○ Each is identified clearly, summarized succinctly, & explicated with exceptional fluency.○ Each is supported by examples from multiple studies.○ Discussion shows the understanding of the connections between research methods and theory construction.○ Discussion reveals a good grasp of key concepts and issues in theoretical construction by citing course readings and/or sources of research methods.○ Are logical (based on lit rev discussion), relevant with lit rev, & are easy to understand.○ Shows careful & thoughtful analysis of theoretical applications; main points reveal depth, critical thinking, & reasoning that are central to the understanding of the main focus of the course (i.e., culture, language, and social interaction).

Critique: Weaknesses of Theory (20 pts)

Overall	4	<ul style="list-style-type: none">○ Paragraphs and/or subsections are structured logically & are transitioned well from one to another.○ Demonstrates exceptional fluency & use of language.○ Demonstrates the review of adequate studies to form arguments that are well-reasoned.○ Contains the author's arguments, not a pedantic summary of past studies.
Main points/arguments	8, 8	<ul style="list-style-type: none">○ Delineates sufficient weaknesses or ≥ 2 that are distinctively different from one another.○ Each is identified clearly, summarized succinctly, & explicated with exceptional fluency.○ Each is supported by examples from multiple studies.○ Discussion shows the understanding of the connections between research methods and theory construction.○ Discussion reveals a good grasp of key concepts and issues in theoretical construction by citing course readings and/or sources of research methods.○ Are logical (based on lit rev discussion), relevant with lit rev, & are easy to understand.○ Shows careful & thoughtful analysis of theoretical applications; main points reveal depth, critical thinking, & reasoning that are central to the understanding of the main focus of the course (i.e., culture, language, and social interaction).

Summary (4 pts)

Overall	4	<ul style="list-style-type: none">○ Is concise, accurate, and coherent.○ Is comprehensive of the contents.○ Is nonevaluative.○ Is within a paragraph.
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Final Paper Summary (4 pts)

Overall	4	<ul style="list-style-type: none">○ Is concise, accurate, and coherent.○ Is comprehensive of the contents.○ Demonstrates exceptional fluency & use of language.○ Is uploaded in a separate document from the paper.
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Technical Considerations

Follow all writing guidelines. Your work must be typed using 12-point Times New Roman font, left aligned, with 1-inch margin on all sides (i.e., top, bottom, left, and right), and double-spaced throughout. Use the APA (6th ed.) style.

Paper is uploaded in a single MSWord document. (If not, deduct 6 points).

Peer review is uploaded in a single PDF file. (If not, deduct 6 points).

Total points earned: _____ (max = 100)

Instructions for Conducting Peer Reviews

Each participant in Writing Workshop #8 will play the role of the writer and the reviewer at two points in time, respectively. You may choose a partner to work with, as long as the person is not your co-author.

Role: You as the Writer

1. Give a copy of your paper to the reviewer.
2. You will read your paper out loud, while your reviewer listen and take notes on the “Final Paper Summary” sheet.
3. The reviewer will then give you the completed summary sheet. Read. Check for inconsistencies in your intended points in your paper versus what the reviewer heard. Jot down points for improvement.
4. In silence, you and the reviewer will then read the paper and write on it. Use the “Final Paper Critique Checklist” as guide; you will also write on the checklist.
5. When you have completed Task #4 above, you will receive your critiqued paper and checklist from the reviewer. Read and ask for feedback.
6. Take a short break if needed. You will now serve as the reviewer.

Role: You as the Reviewer

1. Your writer partner will give you a copy of his/her paper and read the paper to you.
2. Listen to your partner reading the paper. Jot down points in the “Final Paper Summary” sheet while listening. When done, return the summary sheet to your writer partner.
3. Let your partner has a few minutes to read your written summary sheet and take notes.
4. In silence, you and your partner will read the paper and write on it. Use the “Final Paper Critique Checklist” as guide; you will also write on the checklist.
5. When done critiquing, return the paper and checklist to your partner. Your partner will read your critique and ask you questions as needed. You may also orally articulate your critique to your writer partner to ensure clarity of your critique.
6. Take a short break if needed. You will now play the role of the writer.

Final Paper Critique Checklist

Critique the following sections and elements as you identify them in the paper.

1. **Introduction** (section) – Point out fillers, if any.
 2. **Theory** – Critique the clarity of the explanations and definitions of theory and concepts. If they are not clear, state so.
 3. **Rationale for the study** – As you go through, label “Rationale #1,” “Rationale #2,” and so on. Clear writing allows you to identify point #1, point #2, and others. Critique if rationale is unclear.
 4. **Purpose of the study** – Critique the clarity. The purpose of the study should not exceed 2 sentences.
 5. **Theory analysis** (section)
 - a. Check if the following themes are discussed.
 - i. **Method(s) used in the past** (yes/no)
 - ii. **Data collection**
 - iii. **Data analysis**
 - iv. **Participant characteristics**
 - v. **Participant recruitment procedures**
 - vi. **Conclusions about theory use**
 - vii. **Other themes pertaining to methods and methodologies of the theory**
Specify here: _____
 - b. For each theme provided, critique the following:
 - a. Is the thesis statement (i.e., main point or argument) clear?
 - b. Is explanation provided for the thesis statement?
 - c. Are studies cited to support the thesis statement in the paragraph?
- In this section, discourage the writers to just summarize past studies in chunks. Encourage them to combine past studies in order to discuss the “themes” specified above. Mention that they should demonstrate a clear, logical connection between theory analysis and their current writing (i.e., not just providing incoherent summaries).
- d. Point out if transitions are needed between paragraphs or in connecting a main point to another.
6. **Strengths of theory** (section) – Label strength #1, strength #2, and so on. Critique if strengths are unclear.
 - a. Is the thesis statement (i.e., main point or argument) clear?
 - b. Is explanation provided for the thesis statement? Does the explanation make sense?
 - c. Are studies cited to support the thesis statement in the paragraph?
 - d. Point out if transitions are needed between paragraphs or in connecting a main point to another.

7. **Weaknesses of theory** (section) – Label weakness #1, weakness #2, and so on. Critique if weaknesses are unclear.

- a. Is the thesis statement (i.e., main point or argument) clear?
- b. Is explanation provided for the thesis statement? Does the explanation make sense?
- c. Are studies cited to support the thesis statement in the paragraph?
- d. Point out if transitions are needed between paragraphs or in connecting a main point to another.

8. **Summary** (paragraph). Critique the following:

- a. Is it written within a paragraph? yes/no
- b. Does the paragraph contain all main points in the paper?
- c. Is the paragraph clearly written?

9. **Abstract** (section). Now that you are familiar with main points in the paper, go back to the Abstract of the study. Critique the following:

- a. Ask the author if the word count is between 150 and 250 words.
- b. Is the abstract comprehensive of the contents of the paper?
- c. Is it written in a nonevaluative voice?
- d. Are there fluffs that need to be deleted?
- e. Is it set on a separate page?

10. **References**

- a. References need to be on a new page, not continued from the text. Point out if you see mistake. Is the word References typed in the APA format?
- b. Edit (i.e., fix the mistakes) in the first 3 entries. Point out mistakes in other entries; do not fix. Refer the writer to the APA manual as needed.

11. **Title page**

- a. Point out errors in the APA construction. Do not fix the errors; rather, refer the writer to the APA manual as needed.

Writing: Mechanics of Style

Answer the following questions by writing *yes* or *no* in the blank space provided. If you indicate *no*, orally stating the issue to the author.

1. Is the writing simple and easy to understand? Is it clear and concise? _____
2. Is it free of unnecessary words and jargon? _____
3. Does the writing sound scholarly? _____
4. Is the style of writing citation appropriate? _____ For example, *According to Baxter and Babbie (2005)*, instead of *Baxter and Babbie's textbook The Basics of Communication Research says that they are very interested in . . .* _____
5. Are the arguments supported by claims? Does the author provide citation? _____
6. Are the paragraphs well organized between 5-7 sentences? _____
7. Are the sentences succinct? _____ Each sentence should not exceed 3.5 lines, unless the unique circumstance requires.
8. Are transitions used between sentences, paragraphs, and subsections? _____
9. Point out inappropriate use of citation; page number(s) must be provided when quoting. Encourage the writer to paraphrase if the citation is not necessary.
10. Discourage secondary citation. Please let the writer know that s/he should identify the original sources and cite accordingly.
11. Point out inappropriate use of punctuations. Edit the use of seriation using the APA format.

Overall Format Assessment

Answer the following questions by writing *yes* or *no* in the blank space provided. If you indicate *no*, orally stating the issue to the author.

1. Is the paper typed in Times New Roman, 12 throughout? _____
2. Is the paper set in 1-inch margin on all sides? _____
3. Is the running head formatted correctly in the APA style? Is the page numbering correct?

4. Circle typos and spelling mistakes as you go through the paper. Count all typos and write total typos at the end of the paper.
5. Is the paper double-spaced throughout (i.e., no additional lines of spacing in between paragraphs and sections)? _____ Are the references pages also double-spaced? _____
If no, tell the writer to delete unnecessary spaces in between paragraphs/sections, including the References.
6. Is the text left aligned? _____ Are the headers of (sub)sections labeled and aligned in the APA style? _____

Self and Peer Evaluation of Paired Work Contributions in Research Paper Project

Each student author is required to perform this evaluation. Rate yourself and your co-author on all criteria stated in Table 1; you may use a .5 increment. Total scores as indicated. You may also provide additional comments about your co-author's performance in the open-ended section at the start of page 2. Total scores discrepancy between your co-author's and your evaluations may affect your final paper scores (see Table 2).

Table 1. Evaluation Chart.

Evaluation		Criteria
Your Scores	Co-author's Scores	
_____	_____	<p>When collaborating together, this person:</p> <p>4- Listens to the other author's ideas. Gives broad ideas and expands on them or encourages the other author to do so. Builds on contributions of the other author.</p> <p>3- Listens well. Contributes ideas but the ideas do not deepen the discussion rather maintain it at current level.</p> <p>2- Listens fairly well but interrupts at times. Rarely deepens the discussion.</p> <p>1- Overbearing. Interrupts. Doesn't allow discussion of ideas other than own and/or does not listen or contribute.</p>
_____	_____	<p>The way in which this person participated was:</p> <p>4- Contributes ideas. Actively speaks up. Brainstorms.</p> <p>3- Contributes some ideas but is mainly passive.</p> <p>2- Sits passively.</p> <p>1- Does nothing.</p>
_____	_____	<p>This person was prepared in the following way:</p> <p>4- Does more than required.</p> <p>3- Does what committed to do.</p> <p>2- Does some of what committed to do.</p> <p>1- Does nothing.</p>
_____	_____	<p>The typical quality of input this person provided was:</p> <p>4- Provides extensive accurate information to the other author.</p> <p>3- Information is usually accurate and is an adequate amount.</p> <p>2- Mostly misinforms or provides little information.</p> <p>1- Does not provide useful and accurate information.</p>
_____	_____	<p>This person displayed a knowledge of the subject such as:</p> <p>4- Attends class and demonstrates understanding of relevant topics. Takes good notes.</p> <p>3- Misses occasional info., but is generally informed about material covered in class and readings.</p> <p>2- Misses info. often, but knows some class material and readings.</p> <p>1- Misses class and expects others to inform him/her about material.</p>
_____	_____	<p>They way in which this person communicated was:</p> <p>4- Reliably communicates progress to the other author. Reachable and regularly checks messages/email. Replies promptly to the other author.</p> <p>3- Stays in fairly good touch, but is occasionally difficult to contact.</p> <p>2- Is unreachable but initiates communication occasionally.</p> <p>1- Is unreachable and does not communicate about the project.</p>
_____	_____	<p>Total Scores</p>

Is there anything else you would like Dr. Lee to know? Type here.

Table 2. Decision Chart.

The Range of Total Scores Discrepancy in Points	Point Deduction on Final Paper Scores for the Author Who Earns Lower Scores on Peer Eval
0 - 4	None
4.50 - 8.00	4
8.50 - 12.50	8
12.50 - 17.00	12
16.50 - 21.00	16
21.50 - 25.00	20
More than 25 points	25 or by Dr. Lee's discretion