

CIEP 476: *Research Teaching of Literacy*

Spring 2011

Course Time: TH 7:00 pm – 9:30 pm

Location: CU 10

Instructor: David Ensminger, Ph.D. Phone: 312-915-7527
Office: Lewis Towers, Room 1134 Email: densmin@luc.edu
Office Hours: By Appt

Text:

Johnson, R., B., & Christensen, L., (2011). *Educational Research: Quantitative, Qualitative, and Mixed Approaches 4th ed.*, Thousand Oaks, CA: Sage Inc. ISBN 9781412978286

Stringer, E., (2008). *Action Research in Education*. Upper Saddle River, NJ: Pearson
ISBN 9780132255189

Assigned readings and Articles will be made available through Blackboard.

Social Justice Foundation: While educational research aims to further the scholarly understanding of the events, practices, and variables that influence the field of education, research can also provide a means to increase social justice. Through the conduction of valid research and the reporting of findings educational researchers can help shape the policy and practice of the profession so that all individuals no matter their ability, race, religion, socio-economic status, age, or gender have the opportunity to reach their full potential as human beings. Action research has its foundations in solving social problems. Action research places the individuals within in an organization, school, and community in the role of the researcher in order to define problems, identify possible solutions, and study the efficacy of these solutions within their specific context. The emphasis is placed on the use of data (both qualitative and quantitative) as the foundation for examining the problem within a context and determining a course of action.

Course Goals: Introduce candidates to the various research methods used in education, psychology, and other social sciences. Examine how literacy has been studied using multiple research approaches. Examine the use of action research in the classroom, as well as develop an action research project.

Course Objectives: As a result of this course, students will be able to:

- Discuss the philosophical underpinnings of educational research and describe the applications of the scientific method
- Explain the difference between various research methods used in educational research
- Analyze and evaluate the research questions, design, ethics and conclusion of existing educational research
- Describe the measurement and data collection procedures including instrumentation and methods for determining reliability and validity. Determine the correct data collection techniques to answer a research question.
- Describe the types of research validity and methods for establishing them.
- Discuss research on literacy from a methodological perspective
- Discuss the use of action research in schools and districts
- Discuss and utilize the steps involved in action research
- Describe the how action research differs from other forms of educational research, and the role of action research plays in creating knowledge democracies within organizations
- Use different forms of data to identify classroom, school, or organizational problems
- Search the literature to find potential solutions to solving classroom, school, or organizational problems. Use research literature to develop action research plan.
- Develop and action research plan
 - Write appropriate action research questions and sub-questions
 - Determine appropriate data collection methods and analysis procedures to answer questions

- Discuss potential issues with plan and determine levels of collaboration with stakeholders to conduct the action research.
- Conduct qualitative data analysis
- Conduct quantitative data analysis. (descriptive statistics, central tendency, variance, t-tests)
- Discuss research ethics and their role in action research.

Conceptual Framework:

Our Conceptual Framework – through its components of service, skills, knowledge, and ethics – guides the curricula of School of Education programs in the preparation of “professionals in service of social justice.” These dimensions of the conceptual framework also serve as the foundation to the School of Education [Conceptual Framework standards](#) – standards that are explicitly embedded in major benchmarks across all SOE programs. This course emphasizes the following framework standards:

- CF1: Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.

Assignments:

1) Problem identification and foundation (25 points)

(IRA2003.1.4, IRA2003.5.2.RS IRA2003.5.4.RS)

Candidate will identify a problem or situation within their school/organization that will serve as the bases for their action research plan. Candidate will define the problem as it relates to their school/organizational context and the organizational populations. Provide a fishbone diagram of the problem identifying their assumptions and potential causes of the problem, and suggest what data or evidence they will need to collect to verify the problem. **Turned in via livetext**

2) Review of the literature related to problem (20 points)

(CF 1, IRA2003.1.1, IRA2003.1.1.RS, IRA2003.1.2.RS, IRA2003.1.3.RS, IRA2003.1.4)

Candidates will conduct review of the literature that relates to their identified problem, and literature that might inform them of the potential actions that could be taken to address the problem with in their own context. **Turned in via livetext**

3) Action research plan (50 points)

(CF.1 IRA2003.1.4 IRA2003.5.3.CTC)

Candidate will develop an action research plan to address the issue or problem identified in the problem identification and foundation assignment. Although the research will not be conducted this term the plan should be detailed enough to allow the student to carry the plan out if so desired. **Turned in via livetext**

4) Critical Analysis of Research Article. (20 points) Candidates will locate a recent (within the last five years) scholarly research article (not an action research article) related to literacy. Students will write a summarize and critique the article on its quality related to the research methods design of the study and the value of the conclusions of the article as they relate to the quality of the research design. **This assignment must be handed in as a hard copy the article used for the critical analysis must be attached. It is acceptable to turn a copy of the article you have marked up as long as it is readable.**

5) Participation and Professionalism. (10 points) Class participation is based on attendance, timeliness of assignments, and contributions to group discussion and small group activities. Meaningful contributions to discussions and activities include insightful comments, relevant examples, thought-provoking questions, and appropriate responses to the comments/questions of others. Such participation also requires students to be sensitive to their level of participation in relation to others in the class.

Due dates for assignments are listed on course calendar.

Grading Scale (Percentages)

94-100	A	77-79	C+
90-93	A-	73-76	C
86-89	B+	70-72	C-
83-85	B	60-69	D
80-82	B -	<60	F

Course Expectations

As this is a graduate level course, I perceive each of you as students, learners and scholars. As such, I expect that you view yourself in the same manner. You have chosen to be here and therefore are responsible for our own behavior, learning, and success. However, as a group we make up a class and as such are a professional and scholarly community. In order to succeed as individuals and as a group we must be willing to agree to the following set of expectations:

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

Conceptual Framework

Each syllabus is required to have a statement explaining how the SOE's Conceptual Framework—Professionalism in Service of Social Justice—is exemplified within the context of that particular course. Please be sure to state the conceptual framework, as well as thoughtfully elaborate on how it is exemplified within the context this course. If this course houses a Core assessment for one or more of the CF Standards for your program area it is critical that you include the CF standard(s) and describe how it weaves through the course and is assessed.

Diversity: Action research is a unique form of research that emphasizes both the specific context and collaborative relationships within an organization. Through this course, we will discuss these aspects of action research with particular attention being paid to the idea that multiple perspectives within an organization provide a stronger foundation for defining problems, and developing actions to solve these problems.

Technology: During the course, students will use electronic databases to search for articles relevant to their projects, students must use Livetext to submit assignments, Blackboard and Loyola University Chicago e-mail accounts to communicate with instructor and fellow students

***Course calendar:**

Date	Topic Area	Reading J- Johnson S - stringer AR – Assigned reading Articles	Assignments due
Jan 20	Introduction to course- Discussion of assignments and requirements- Introduction to Educational Research	J-Chapter 1 S Chapter 1	
Jan 27	Research Paradigms and Action Research	J-Chapters 2 S Chapter 2 Article 1 and 11	
Feb 3	Problem Identification in action research	Assigned reading 1	
Feb 10	Research Questions: Scholarly and Action Research, Reflection in Action research	J – Pgs 60-63 & 71-77 S pages 30-44 Assigned reading 2	
Feb 17	Literature reviews Literature search,	J – Pgs. 63-71 & 78-82 Article 8 and 2	
Feb 24	Qualitative Research Qualitative research validity. Action research Validity	J- Chapter 14, and Pgs. 275-281 S- Pages 47-51 Articles 10 and 8	Problem identification and foundation
March 3	Measurement and Data Collection Questionnaire construction	J – chapter 7 and pages. 131-150 S – Chapter 4	
March 10 Spring break	Spring Break NO class		
March 17	Qualitative and action research data analysis, Descriptive data analysis	J - Chapter 17, and pages 515-538 S- Chapter 5	Review of the literature related to problem
March 24	Nonexperimental and Mixed Research	J- 13 & 16 Article 5 and 7	
March 31	Experimental Research and Quasi Experimental designs	Chapters 11 & 12 Article 3 and 4	
April 7	AERA – No Class Work on your Action Plans		
April 14	Sampling	Chapter 9 Article 9	Action research plan
April 21	Easter		
April 28	Ethics in Research, Writing up Action Research, Course Evaluation	S – Chapter 6, Pages 44-46 J – Pages 97-112 Article 12 (ethics in Action research)	Critical Analysis of Research Article

This calendar is subject to revision depending upon time constraints, instructor preference, and student interests.

Continued next page:

Problem Identification and Foundation Assignment and Rubric (Phase 1)

Assignment: Candidate will identify a problem or situation within their school/organization that will serve as the bases for their action research plan. Candidate will define the problem as it relates to their school/organizational context and the organizational populations. Student will collect or identify evidence that supports the existence of the problem or situation, describe the population(s) affected by the problem /situations and describes any assumptions that organizational members have about the problem.

Name:

Component:	Target (5points)	Acceptable (3-4Points)	Unacceptable (0-2) points
Problem identification and description IRA2003.1.4 IRA2003.5.2.RS	Candidate identifies a problem that is relevant to their organization, classroom, or personal practice. Candidate clearly describes the problem/situation and its impact on their organization, classroom or practice. Makes connections between the problem and mission, goals, of the organization.	Candidate identifies a problem that is relevant to their organization, classroom, or personal practice. Candidate describes the problem/situation and its impact on their organization, classroom or practice.	Candidate gives limited description of the problem/situation,
Population affected by the problem	Candidate clearly defines the population(s) currently being affected by the problem, including specific characteristics of the population(s) and how these characteristics might impact the problem/situation	Candidate defines the population(s) currently being affected by the problem, including specific characteristics.	Candidate gives limited definition of population(s) currently being affected by the problem
Basic assumptions	Candidate constructs a detailed fishbone diagram of the problem, listing the potential causes or contributing factors (assumptions) to the problem. Candidate clearly describes and discusses any existing assumptions they or others have about problem/situation and the influence these assumptions have on their view of the problem/situation	Candidate constructs a fishbone diagram of the problem, listing the potential causes or contributing factors (assumptions) to the problem. Candidate describes some assumptions they about problem/situation.	Candidate constructs a limited fishbone diagram of the problem, listing the potential causes or contributing factors (assumptions) to the problem.
Problem verification	Candidate provides a clear description of the how they could verify the causes (bones on the fish diagram) to determine the root cause of the problem. Includes a description of what data would be needed to verify the problem.	Candidate provides a description of the how they could verify the causes (bones on the fish diagram) to determine the root cause of the problem.	Candidate provides a no or a limited description of the how they could verify the causes (bones on the fish diagram) to determine the root cause of the problem.
Reflection IRA2003.1.4 IRA2003.5.4.RS	Candidate's writing shows substantial reflection on the nature of the problem, their underlying assumptions of the problem and how the problem impacts their organization, classroom or personal practice.	Candidate's writing shows some reflection on the nature of the problem as it relates to the organizational context, and organizational populations	Candidate's writing shows limited reflection on the nature of the problem as it relates to the organizational context, and organizational populations

Writing	Candidate demonstrates good structure in writing: major points are divided in paragraphs with topic sentences and subordinate sentences that relate to the topic and includes transitions No errors in grammar, spelling and punctuation. APA style: uses correct formatting: properly cites and references sources	Candidate demonstrates structure in writing: most major points are divided in paragraphs with topic sentences and subordinate sentences that relate to the topic and includes transitions, few errors in grammar, spelling and punctuation. APA style: uses correct formatting: has few errors in related to citations and references sources.	Candidate demonstrates limited structure in writing: Major points are not divided in paragraphs with topic sentences and subordinate sentences that relate to the topic and does not include transitions, many errors in grammar, spelling and punctuation. APA style: does not use correct formatting, nor properly cites and references sources.
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Literature Review Assignment and Rubric (Phase 2)

Assignment: Candidates will conduct review of the literature that relates to their identified problem, and literature that might inform them of the potential actions that could be taken to address the problem with in their own context.

	5 points	4-3 points	2-1 points
Literature Review IL-LUC-CF.1 IRA2003.1.1 IRA2003.1.1.RS IRA2003.1.2.RS IRA2003.1.4 (Weighted X 2)	Candidate provides a coherent review of the literature that is clearly related to the problem, and describes actions, interventions, methods to address the problem that are related to the review of the literature review	Candidate provides a review of the literature that is related to the problem, and describes potential actions, interventions, methods to address the problem.	Candidate provides a review of the literature that limited relevance to the problem and limited description of potential actions, interventions methods to address the problem or solution
Reflection IL-LUC-CF.1 IRA2003.1.3.RS IRA2003.1.4	Candidate's writing shows substantial reflection on how information from the literature relates to their problem and their context, as well as how the literature informs their thinking of the problem and the potential actions (solutions) that could address the problem	Candidate's writing shows reflection on how information from the literature relates to their problem and their context, as well as how the literature informs their thinking of the problem and the potential actions (solutions) that could address the problem	Candidate's writing shows limited reflection on how information from the literature relates to their problem and their context, as well as how the literature informs their thinking of the problem and the potential actions (solutions) that could address the problem
Writing	Candidate demonstrates good structure in writing: major points are divided in paragraphs with topic sentences and subordinate sentences that relate to the topic and includes transitions No errors in grammar, spelling and punctuation. APA style: uses correct formatting: properly cites and references sources	Candidate demonstrates structure in writing: most major points are divided in paragraphs with topic sentences and subordinate sentences that relate to the topic and includes transitions, few errors in grammar, spelling and punctuation. APA style: uses correct formatting: has few errors in related to citations and references sources.	Candidate demonstrates limited structure in writing: Major points are not divided in paragraphs with topic sentences and subordinate sentences that relate to the topic and does not include transitions, many errors in grammar, spelling and punctuation. APA style: does not use correct formatting, nor properly cites and references sources.

Action research plan assignment and rubric (phase3)

Assignment: Candidate will develop an action research plan to address the issue or problem identified in the problem identification and foundation assignment. Although the research will not be conducted this term the plan should be detailed enough to allow the student to carry the plan out if so desired. (CIEP 561 for M.Ed. students involves conducting an action research project.)

Problem Evidence	Candidate provides a clear description of the root cause(s) of the problem, and presents	Candidate provides a description of the root cause(s) of the problem, and presents some evidence (data)	Candidate provides a limited description of the root cause(s) of the problem. and presents limited or
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	compelling evidence (data) that supports their description of cause(s) of the problem.	that supports their description of cause(s) of the problem	no evidence (data) that supports their description of cause(s) of the problem
Purpose	Candidate clearly describes the purpose of the action research study, and how it is connected to the defined problem/situation.	Candidate describes the purpose of the action research study, makes limited connection to the defined problem/situation.	Candidate gives limited description of the action research study no connection is made to the defined problem/situation.
Questions	Candidate clearly presents the main research question(s) to be answered and sub questions that support the main question(s). Provides a clear explanation of how question(s) and sub questions are connected	Candidate presents the main research question to be answered and some sub questions that support the main question Provides a some explanation of how question(s) and sub questions are connected	Candidate presents the main research question to be answered but no sub questions that support the main question Provides limited (or no) explanation of how question(s) and sub questions are connected
Solution	Candidate clearly describes the solution/intervention to be taken in the study to address the problem. Provides a clear explanation of the connection between the solution/intervention and the problem.	Candidate describes the solution/intervention to be taken in the study to address the problem. Provides an explanation of the connection between the solution/intervention and the problem.	Candidate give a limited description of the solution/intervention to be taken in the study to address the problem.
Data collection Method:	Candidate describes clearly the data collection method(s) that will be used in data collection process. Provides rationale for method(s) used and includes prototypes of methods. (e.g. questionnaire, interview protocol) Describes how data will be triangulated	Candidate describes the data collection methods(s) that will be used in data collection process. Provides rationale for methods(s) used.	Candidate gives limited (or no) description of the data collection methods(s) that will be used in data collection process.
Data analysis	Candidate clearly describes the data analysis methods, and explains clearly the rationale for the method and how it fits with the data, the research questions	Candidate describes analysis methods, and gives a some explanation the rationale for the method the method and how it fits with the data, the research questions	Candidate describes analysis methods, gives a limited(or no) explanation the rationale for the method the method and how it fits with the data, the research questions
Study procedure	Candidate provides clear description of the procedure for the study including a time line of the, activities, and how ongoing reflection will occur.	Candidate provides some description of the procedure for the study and how ongoing reflection will occur.	Candidate provides a limited description of the procedure for the study.
Communication IL-LUC-CF.1 IRA2003.1.4 IRA2003.5.3.CT C	Candidate clearly describes how the results of the study will be communicated within the organization and outside the organization.	Candidate describes how the results of the study will be communicated within the organization.	Candidate gives a limited description of how the results of the study will be communicated within the organization.
Reflection	Candidate's writing shows substantial reflection on how their action research plan will help to inform their own practice and contribute to their learning and the learning of the organization.	Candidate's writing shows some reflection on how their action research plan will help to inform their own practice and contribute to their learning.	Candidate's writing shows limited reflection on how their action research plan will help to inform their own practice
Writing	Candidate demonstrates good structure in writing: major points are divided in paragraphs with topic sentences and subordinate sentences that relate to the topic and includes transitions No errors in grammar, spelling and punctuation. APA style: uses correct formatting; properly cites and	Candidate demonstrates structure in writing: most major points are divided in paragraphs with topic sentences and subordinate sentences that relate to the topic and includes transitions, few errors in grammar, spelling and punctuation. APA style: uses correct formatting; has few errors in related	Candidate demonstrates limited structure in writing: Major points are not divided in paragraphs with topic sentences and subordinate sentences that relate to the topic and does not include transitions, many errors in grammar, spelling and punctuation. APA style: does not use correct formatting, nor

	references sources	to citations and references sources.	properly cites and references sources.
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Conducting a Critical Analysis:

Learning to read articles with a critical perspective will help you learn to distinguish between studies that can make strong valid claims based on their evidence and those that cannot. The whole point behind good research is to be able to make some conclusion statement that is creditable and supported by the evidence. As you have learned and will continue to learn in this class there are many ways in which researchers can design studies to help ensure that the evidence they gather is valid and can be used to support claims. However, just because a study has been designed well does not mean that the evidence supports the claims as you read articles you may find authors who stretch the limits of the evidence and the data. To help you develop a more critical perspective when reading look over the bulleted list of questions and keep them in mind when you read articles.

- Did the author clearly define a problem or question of interest to be studied?
- Does the question cover the scope of the problem? If not did the author explain why question does not cover the scope of the problem?
- Was the paradigm used to study the problem appropriate? What was the type of research being conducted (i.e. basic, applied, action, evaluation, orientation)? Was this type appropriate for question being studied?
- Was the review of the literature understandable and did it help to explain/support the purpose of the study? Were sources used in the literature review original, current and from quality sources? Did the author present opposing perspectives in the literature review?
- Did the author present a one-side perspective of the literature or did he/she present both sides of the issue? Did the author make a connection between a specific theoretical perspective and the research question?
- How well was the study designed:
 - Was there a clear explanation of the variables studied?
 - Did the researchers control of confounding variables?
 - Was sample population appropriate for the research question?
 - Was data collection method appropriate?
 - Was the data collected the type that could be used to answer the question?
 - What was the reliability or validity if the instruments used to collect data?
 - Did the researchers use an appropriate method to analyze the data?
- Did the author make a clear logical connection between the results/outcomes of the study and the research question? Did the evidence from the study support the conclusions and any vertical leaps in logic (i.e. Is there a clear connection between the evidence and any claims the author makes) Does the author rely on the data to support claims or is there an appeal to emotions?
- If there were limitations to the study, does the author describe them and discuss the results in light of the limitations?
- How does the article contribute to the understanding of the problem, the theory and the field of study in general? Does this article have influence?
- How does the article help you better understand the problem you are studying?
- How does the article help you write a literature review that will assist your readers in understanding the problem you are studying?

Writing a Critical Analysis:

There are two main parts to a critical analysis 1) the summary of the article and 2) the analysis of the article. Below you will find some questions that you can use to assess how well you are doing with

your critical analysis assignments. Again, ask your self these questions to evaluate the quality of your work. It may also help to give these questions to another and ask them to proof read your work in light of these questions. The critical analysis weaves together the summary and analysis of the article supporting claims with sufficient evidence from the article. **Hint: I will use these questions as the foundation for grading your work.**

Summary	Analysis
Did I clearly define or identify the general topic, issue, or area of concern for the study?	<p>Did I critically analyze and rationally assesses the accuracy, adequacy, reliability, and validity of the study, (i.e. did I consider the analysis questions when reading the article).</p> <p>Did I clearly describe major design flaws, limits to this study, or flaws in the author’s thinking/argument and their impact on the results and conclusions?</p> <p>Did I thoughtfully and reflectively consider the questions the study leaves unanswered or only partially answered?</p> <p>Did I thoughtfully complete this assignment by weaving summary and analysis together and using the summary as evidence to support analysis?</p> <p>Did I clearly, specifically, and rationally analyzes the study’s relevance to my own research question and literature review?</p> <p>Did I accurately use APA format in my citations and references?</p>
Did I explain the context for the study?	
Did I clearly identify the purpose of the study, the need it addressed, and the specific question and hypothesis for the study?	
Did I clearly describe the design of the study?	
<ul style="list-style-type: none"> ➤ paradigm used by researcher, ➤ type of research, ➤ method of research (e.g. experimental, grounded theory) ➤ sample technique used (e.g. purposive, random) ➤ method of data collection ➤ method of analysis 	
Did I clearly, rationally, and specifically define the results of the research?	
Did I clearly, define any limitations, flaws or problems with the study?	
Did I clearly, rationally, and specifically describe the author’s conclusions?	

Rubric:

	Target	Acceptable	Unacceptable
	The research article critique clearly represents an understanding of the research methodology employed in the study.	The research article critique demonstrates a good understanding of the research methodology used in the study.	The research article critique presents a limited understanding of the research methodology used in the study.
	The research article critique clearly presents the strengths and/or	The research article critique presents some the strengths and/or	The research article critique fails to present the strengths and/or

	weaknesses of the design of the study	weaknesses of the design of the study	weaknesses of the design of the study
	The research article critique clearly discusses how the identified strengths and/or weaknesses contribute to or reduce the validity of the conclusions made in the study.	The research article critique provides some discussion of how the identified strengths and/or weaknesses contribute to or reduce the validity of the conclusions made in the study.	The research article critique provides no/or limited discussion of how the identified strengths and/or weaknesses contribute to or reduce the validity of the conclusions made in the study.
	The research article critique weaves together the summary and analysis of the article supporting claims with sufficient evidence from the article.	The research article critique attempts an integration of the summary with some evidence provided for claims.	The research article critique does not successfully integrate the summary and analysis of the article, and/or provides little supporting evidence for claims.
	Candidate demonstrates good structure in writing: major points are divided in paragraphs with topic sentences and subordinate sentences that relate to the topic and includes transitions No errors in grammar, spelling and punctuation. APA style: uses correct formatting: properly cites and references sources	Candidate demonstrates structure in writing: most major points are divided in paragraphs with topic sentences and subordinate sentences that relate to the topic and includes transitions, few errors in grammar, spelling and punctuation. APA style: uses correct formatting: has few errors in related to citations and references sources.	Candidate demonstrates limited structure in writing: Major points are not divided in paragraphs with topic sentences and subordinate sentences that relate to the topic and does not include transitions, many errors in grammar, spelling and punctuation. APA style: does not use correct formatting, nor properly cites and references sources.