During the 2014-2015 academic year I participated in the RSD Community of Practice as a co-facilitator of the learning community and also as a participant. This document provides an overview of some of the outcomes. The document starts out with details regarding the study I completed in my EDUC 210, *Impacts of Technology on Education*, course. The document ends with some insights regarding the overall community of practice and some insights gained as a co-facilitator.

**Part I: Using the RSD implicitly and explicitly**

In the spring of 2015 my research project titled *RSD Framework: Implicit versus Explicit Implementation* was approved by UW-Stout’s IRB committee. The purpose of the research project was to look at students perceptions of research when the RSD framework was made explicit compared to when its use was implicit. UW – Stout students enrolled in two sections of the EDUC 210 *Impacts of Technology on Learning* course were exposed to the framework. One section of the course was specified as the control group while the other section was the experimental group. Students in both sections of the course took an RSD assessment (see Appendix A), used with permission of John Willison, at the beginning of the semester. During class activities and assignments students in both groups were told that the RSD framework was being used and a graphic of which part of the framework was being addressed was shown to the students. In the experimental group the framework was used as part of discussions. There were several times during the semester where we discussed how the framework tied to assignments. At the end of the semester the experimental group processed how and where the framework was used and how the framework applied to their studies. In addition, students were asked, via online discussion boards, to reflect on what insight they had gained during the last week. At the end of the semester Willison’s assessment was given for a second time. Data from the assessment tool, online discussions, research papers, a post to a wiki page describing a Technology Tool (Google docs, Dropbox, Jing, etc.) and the like were used to analyze how students in each of the groups viewed the research process.

The EDUC 210 course was targeted because a research component was built into the course and it is part of the general education objectives. This made the course a good fit for the study described above. The research paper requirement has been part of the course since its inception and two of the scaffolded assignments addressing the research component of the course can be found in Appendix B.
Data analysis resulting from the course is still being analyzed. Preliminary results are shown in Table 1 (below). Looking at the data one can see that the mean response on the 7 point Likert scale was higher for the control group (implicit) for questions

1. My general research skills are good
2. My general research skills used in EDUC 210 are good.
4. I can devise procedures on my own in EDUC 210 Impacts of Technology in Education to find information relevant to my inquiry.
5. I can effectively evaluate the credibility of sources of information in EDUC 210 Impacts of Technology in Education.
6. I organize information from multiple sources effectively in EDUC 210 Impacts of Technology in Education.
7. I am able to analyze information effectively in EDUC 210 Impacts of Technology in Education.
8. I can clearly communicate in writing what I understand from my research in EDUC 210 Impacts of Technology in Education.
9. I can clearly communicate in oral presentations what I understand from my research in EDUC 210 Impacts of Technology in Education.
10. By researching topics within EDUC 210 Impacts of Technology in Education, I am more able to understand it.
11. I would like to be more involved in research
12. My studies at UW – Stout require me to do research
13. Impacts of Technology on Education research is an activity that has trustworthy outcomes
14. Research is an activity which influences practices in my discipline
15. The ability to research will be important to my career

<table>
<thead>
<tr>
<th>Section</th>
<th>q1</th>
<th>q2</th>
<th>q3</th>
<th>q4</th>
<th>q5</th>
<th>q6</th>
<th>q7</th>
<th>q8</th>
<th>q9</th>
<th>q10</th>
<th>q11</th>
<th>q12</th>
<th>q13</th>
<th>q14</th>
<th>q15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>5.92</td>
<td>5.58</td>
<td>5.31</td>
<td>5.23</td>
<td>5.77</td>
<td>5.81</td>
<td>5.95</td>
<td>5.54</td>
<td>5.62</td>
<td>5.00</td>
<td>3.02</td>
<td>5.85</td>
<td>5.00</td>
<td>5.31</td>
<td>5.23</td>
</tr>
<tr>
<td>N</td>
<td>26</td>
<td>26</td>
<td>26</td>
<td>26</td>
<td>26</td>
<td>26</td>
<td>26</td>
<td>26</td>
<td>26</td>
<td>26</td>
<td>26</td>
<td>26</td>
<td>26</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>0.91</td>
<td>1.027</td>
<td>1.350</td>
<td>1.306</td>
<td>1.187</td>
<td>1.021</td>
<td>1.198</td>
<td>1.303</td>
<td>1.299</td>
<td>1.649</td>
<td>1.981</td>
<td>1.658</td>
<td>1.549</td>
<td>1.517</td>
<td>1.945</td>
</tr>
<tr>
<td>Mean</td>
<td>5.15</td>
<td>5.08</td>
<td>5.30</td>
<td>4.85</td>
<td>4.92</td>
<td>4.85</td>
<td>5.23</td>
<td>5.31</td>
<td>5.00</td>
<td>5.00</td>
<td>4.92</td>
<td>5.42</td>
<td>5.31</td>
<td>5.08</td>
<td>5.38</td>
</tr>
<tr>
<td>N</td>
<td>13</td>
<td>13</td>
<td>13</td>
<td>13</td>
<td>13</td>
<td>13</td>
<td>13</td>
<td>13</td>
<td>13</td>
<td>13</td>
<td>13</td>
<td>13</td>
<td>13</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>1.068</td>
<td>1.115</td>
<td>1.325</td>
<td>1.908</td>
<td>1.796</td>
<td>1.684</td>
<td>1.335</td>
<td>1.103</td>
<td>1.538</td>
<td>1.472</td>
<td>1.320</td>
<td>1.029</td>
<td>1.653</td>
<td>1.935</td>
<td>2.103</td>
</tr>
<tr>
<td>Total Mean</td>
<td>5.87</td>
<td>5.41</td>
<td>5.33</td>
<td>5.10</td>
<td>5.49</td>
<td>5.48</td>
<td>5.58</td>
<td>5.41</td>
<td>5.00</td>
<td>4.05</td>
<td>5.59</td>
<td>5.10</td>
<td>5.33</td>
<td>5.28</td>
<td></td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>1.009</td>
<td>1.059</td>
<td>1.325</td>
<td>1.518</td>
<td>1.374</td>
<td>1.412</td>
<td>1.311</td>
<td>1.232</td>
<td>1.390</td>
<td>1.573</td>
<td>1.877</td>
<td>1.695</td>
<td>1.669</td>
<td>1.646</td>
<td>1.973</td>
</tr>
</tbody>
</table>

Table 1: Control and experimental means compared

The control group and the experimental group mean score for item was identical.

10. By researching topics within EDUC 210 Impacts of Technology in Education, I am more able to understand it.

The experimental group had a higher mean score for questions 3, 11, 13, and 15.
3. I am able to frame research questions in EDUC 210 Impacts of Technology on Learning.
11. I would like to be more involved in research
13. Impacts of Technology on Education research is an activity that has trustworthy outcomes
15. The ability to research will be important to my career
Further analysis needs to be done on these items to see if statistical significance is reached. It is likely that non-parametric statistics will be required due to a small sample size and the difference in participants between the control and experimental groups. Qualitative analysis of reflections on both the final assessment and to weekly reflections will be completed to gain further insights into the impact of implicit versus explicit exposure to the RSD framework.

The project has made me aware of the huge gaps that exist between paradigms existing at the university and the experience that students bring to the classroom. Student responses helped illuminate:

- Some students don’t see a need for research and some do not connect the fact that their program requires applied research as part of the graduation requirements (edTPA and student teaching). Two reasons for this may be because many of the students may not have been exposed to this requirement and the edTPA is not talked about in terms of being applied research or inquiry-based.
- Some students indicate that they don’t like research and connect it with being “hard, time consuming, detail-oriented”. Further, some of the students indicated they did not do research at UW-Stout even though they had just completed a research project.
- Students who did not see a need for a research requirement in their program or weren’t able to connect research to future job prospects seemed (more analysis is needed) to rank the interest in doing research or the value of research lower than those students who were able to make the connection.
- Several students commented on the fact that the RSD framework may have been useful but it was not explained well. These comments seemed to come from the control group where the RSD framework had not been explained very well. More analysis will need to be done to see if that difference is the result of group assignment. Without utilizing the framework as part of the inquiry process, students may be unable to actually determine when they are involved in research.
- Most students seem to process the idea of “research” in the context of a research paper in English classes. There were “shallow” descriptions of research that included the process of determining what credible resources were or conducting a literature review. Most students didn’t connect “research” with a process of inquiry that led to deeper understandings. The main focus was on a written paper and what needed to be done even though the students had conducted an interview as part of their final product.

Data will continue to be analyzed with the intent of publishing results of the study. The data will also provide insight into next steps for implementing RSD concepts into the course.

**Part 2: Insights into an RSD Community of Practice**

Personal insights about the yearlong project relates to my experience as a co-facilitator of the RSD community of practice (CoP). In addition to gaining experience with the RSD framework, I
also gained some insights into how to effectively begin introducing the RSD to a community of learners. Some takeaways for me from the project are not limited to:

- It seemed better to recruit individuals for the CoP than to have them nominated. There was a lot of turnover in the CoP when it first started for a number of stated reasons including health issues, time issues, and requirements for participating. The individuals who joined the CoP and stuck with it had both a reason for wanting to explore the RSD but probably more importantly a connection with other participants and a feeling of being able to “learn amongst friends” in a supportive environment. Attending to how to spread a new initiative is important for the RSD.

- The Willison workshop was a great way to get the RSD started. The workshop was attended by administrators and deans as well as faculty members. This built a common understanding about what goals were trying to be achieved. Willison’s visit added credibility to the efforts of the RSD cohort. Additionally, a framework developed outside of the university allowed faculty to have honest conversations about research because the RSD had been developed outside the confines of UW-Stout.

- Participants needed to connect with the RSD at their own level. The co-facilitators were interested in evaluating programs. However, we quickly found that people needed to wrestle with the content and implications of the framework at a lesson or course level before they could think bigger-picture.

- We were lucky to have an individual from the library join our CoP at an early stage. If we were to do this again we would include library personnel from the beginning. They are an invaluable resource that adds a rich dimension to the RSD CoP.

- The co-facilitators assumed a certain level of expertise with research involving human subjects. It was interesting to note that many researchers don’t deal with human subjects and thus were unfamiliar with the IRB and the processes used to conduct research using human subjects. We did not anticipate the time and mentoring that would be required to facilitate this part of the RSD framework initiative.

- We were able to track the stages of concern, which is how comfortable participants were, while implementing the RSD framework. We obtained permission to use the Stages of Concern Questionnaire to track how attitudes changed over the course of the project. The questions used in the Stages of Concern Questionnaire can be found at http://janspowerbytes.pbworks.com/f/SoCQ-final.pdf. Figure 1, on the next page, shows how the stages of concern played out across the semester for respondents in the RSD CoP. The preliminary data (more detailed analysis is required) indicates that
respondents may not have been concerned about implementing the RSD (Stage 0). This makes sense as the Willison workshop was funded by the university and many faculty and administrators attended the introductory workshop. A cursory analysis of Stages 1 and 2 indicate that participants wanted more information about the RSD and may have some uneasiness but were willing to work with the RSD framework. Participants may have become the most worried about the time and logistics of implementing the RSD during the middle of the project. This makes sense as that is when the CoP started to deal with implementing research-related projects into the classroom. More analysis will need to be done to discern whether this uncomfortableness is the result of dealing with the RSD or with the research process.

The concern relative to the impact on students (Stage 4) remains consistent over time. A high stage 1 combined with a high stage 5 indicates a desire to learn from what others are doing. Scores for stage 6 may indicate a frustration with the RSD at the mid-point of the project. It should be noted that more attention needs to be directed at analyzing and making meaning of the scores as there is interplay between the stages. In addition to this data we have comments from participants that can be found on our blog at https://uwstoutrsd.wordpress.com/. More thorough analysis of these items needs to
be completed before we have definitive results regarding the stages of concerns of our participants.

Insights gained from this CoP will allow the co-facilitators to revise the handbook, anticipate some of the hurdles involved in introducing participants to the RSD framework, and helping participants integrate research methodologies into their teaching/learning practice. It should also be acknowledged that the RSD CoP went as well as it did because of support from the Nakatani Teaching and Learning Center. It should also be noted that the RSD Framework fit in with the University’s mission and vision which was very helpful in making a case for its inherent worth.

Thanks to all those participants, Renee Howarton and staff of the NTLC, co-facilitators, supporters, Deans/administrators and interested parties that helped bring the CoP to fruition!
Appendix A:

Questions for RSD Framework: Implicit versus Explicit Implementation

In addition to regular course questions and assignments, the questions used for pre- and post-assessments obtained from:


Fifteen Likert scale questions and open response questions, obtained from Willison’s RSD website (see link above), will be used in this study as follows:

Pre- and post-test questions on a 7 point Likert scale (1 = strongly disagree, 7 = strongly agree).

3. My general research skills are good
2. My general research skills used in EDUC 210 are good.
3. I am able to frame research questions in EDUC 210 Impacts of Technology on Learning.
4. I can devise procedures on my own in EDUC 210 Impacts of Technology in Education to find information relevant to my inquiry.
5. I can effectively evaluate the credibility of sources of information in EDUC 210 Impacts of Technology in Education.
6. I organize information from multiple sources effectively in EDUC 210 Impacts of Technology in Education.
7. I am able to analyze information effectively in EDUC 210 Impacts of Technology in Education.
8. I can clearly communicate in writing what I understand from my research in EDUC 210 Impacts of Technology in Education.
9. I can clearly communicate in oral presentations what I understand from my research in EDUC 210 Impacts of Technology in Education.

Items 10 to 15 were designed to elicit information about students’ attitudes to research:

10. By researching topics within EDUC 210 Impacts of Technology in Education, I am more able to understand it.
11. I would like to be more involved in research
12. My studies at UW – Stout require me to do research
13. Impacts of Technology on Education research is an activity that has trustworthy outcomes
14. Research is an activity which influences practices in my discipline
15. The ability to research will be important to my career

Two open questions include: - response questions were:

1. What do you think research involves?
2. Up to now, what has helped you to develop your research skills, and what has been a barrier
Questions for the Final Test will include the following or items very similar:

Do you think the RSD Framework is useful? If yes, how, if not, why not?

Has the need for research skill been evident in other contexts? E.g. work, study, life (please provide examples)

Have you used these skills in other subjects during your study? Please provide examples.

Would you have appreciated a similar framework for research criteria in your other courses?

We are trying to improve the way we develop students’ research skills in EDUC 210 Impacts of Technology on Learning. How do you think we could do this?

Do you think these research skills might be valuable in the present and in the future (e.g. workplace, life)? Why or why not?

Has the use of the RSD framework in EDUC 210 increased you interest in future research?

Did the way that Sylvia made use of the RSD Framework motivate you to study?

What are the advantages and disadvantages of explicitly developing student research skills in your general education courses such as EDUC 210?
Appendix B: Final Project Parts 1 & 2

Part 1

Impacts of Technology on Learning

Research Project – Data Collection and Annotated Bibliography

Course Objective:
Synthesize current research and literature involving the use of technology in learning. (GT b)
Describe tools/devices used to enhance learning and manage educational enterprises. (GT b)

Topic:
During this course we explore the relationship between technology and learning. A human’s innovation has, since the beginning of history, continued to challenge the relationship with the natural world. Many examples of this exist in our own society as we continue to change the way we learn due to the introduction of a new technology. Great innovations such as the television, personal computer, film, video games, and virtual simulations have impacted the way we learn both informally and formally through the educational system. This project provides an opportunity for you to investigate a technology of personal interest.

Assignment Overview:
You will be completing the beginning three stages of a research project including:
1. Pick a topic
2. Find six sources
3. Create an annotated bibliography using the six sources

Rough Draft – to be completed at a later date.
Peer Review – to be completed at a later date.
Final Draft – to be completed at a later date.
Presentation of Findings – to be completed at a later date.

Task:
1. Please refer to Reynolds Community College at http://libguides.reynolds.edu/content.php?pid=279835&sid=3758006 if you have trouble getting started.

2. Pick a topic (see http://library.weber.edu/ref/guides/howto/topicselection.cfm for help if needed)
   Please choose a tool or device that has had a significant impact (positive/negative or both) on learning. Keep in mind that most technological tools/devices affect learning in BOTH
positive and negative ways. Below is a list of options, but you may also select a tool or device not on the list.

NOTE: Remember to pick a tool or device that CURRENTLY affects learning, and to keep the research focus on how that tool/device affects the process of learning in various ways.

Project Topics Examples

- Web 2.0 tools (Wikis, blogs, etc.)
- Course Management Software (D2L, Blackboard, Web CT, Moodle)
- Video
- Video Games
- Internet
- Simulations
- Interactive Whiteboards
- Computer assisted language learning
- Ipad
- Other of personal interest

3. Refine your topic (see [http://www.palomar.edu/library/guide/refiningtopic.htm](http://www.palomar.edu/library/guide/refiningtopic.htm) further help if needed)

As you refine your search consider that the final project, a 4 page paper, will ask you to include 1) background information on use, 2) historical perspectives, and 3) an overview of the multiple perspectives related to the impacts of the tool or device on learning based on research.

Questions you may consider asking as you refine your topic are not limited to:

- Where/in what context has the device/technology been used?
- Who/what company developed the device/technology?
- In what context was the device/technology developed for?
- Who is now using the technology/device?
- Who is researching this topic?
- Why is a particular person/company/institution researching this topic?
- What type of research is being done/what is research article based on (surveys, information reporting, classroom implementation)
- What are positive impacts of the technology/device?
- What are negative impacts of the technology/device?
- What are the gaps in research (were studies only conducted in business settings so educational settings should be studied or were studies only conducted in affluent areas so research should be conducted in poverty stricken communities)
- How has this technology/device impacted the individual learner?
- How does this technology/too impact society as a whole?
Where/how might this technology change/evolve and why?

4. Locate at least 6 scholarly references (at least 3 research/experimental articles which include a methods, discussion, and results sections) on informal and formal learning from a professional standpoint. Pick references that speak both to a historical perspective and a research/learning perspective.
   - See the posted, “Finding Journal Articles – Searching Library Databases” file for help if needed.
   - Please use the source analysis process you developed through class activities and that you developed in your flow chart to select each reference.
   - These references should be used to provide some introductory background information on the topic for your final report.

5. Develop an annotated reference list.
   - Provide an APA citation of the source used.
   - Follow citation with a 100 – 150 word summary of the source you found.
   - See Annotated Bibliography/References Handout on D2L for Directions on preparing an annotated reference list.
   - See the posted sample of an Annotated Bibliography.

**Reporting Results:**
Please submit your annotated bibliography in a WORD document to the “Data Collection and Annotated Bibliography” dropbox in D2L.

**Evaluation:** The following criteria will be used to evaluation your efforts.

<table>
<thead>
<tr>
<th>APA Annotated Bibliography 12 pts.</th>
<th>Six complete and correctly documented (APA) annotated references were submitted. Sources listed are consistent with one technology related to learning topic.</th>
<th>The annotated reference list was missing references or key information was not presented using the assigned format (APA). Some inconsistencies are noted relative to identifying one technology related to learning.</th>
<th>No annotations were provided for the reference list. No attempt at assigned format (APA). Random selection of sources not targeting one specific technology related to learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pts. _____/12</td>
<td>12 possible _____</td>
<td>8 possible _____</td>
<td>0 possible _____</td>
</tr>
</tbody>
</table>
Final Project Part 2

Impacts of Technology on Learning

Research Project – Rough Draft/Final Draft

Course Objective:
Synthesize current research and literature involving the use of technology in learning. (GT b)
Describe tools/devices used to enhance learning and manage educational enterprises. (GT b)

Topic:
During this course we explore the relationship between technology and learning. A human’s innovation has, since the beginning of history, continued to challenge the relationship with the natural world. Many examples of this exist in our own society as we continue to change the way we learn due to the introduction of a new technology. Great innovations such as the television, personal computer, film, video games, and virtual simulations have impacted the way we learn both informally and formally through the educational system. This project provides an opportunity for you to investigate a technology of personal interest.

Assignment Overview:
You will be working on three stages (items 4, 5, and 6) of a research project including:
1. Pick a topic
2. Find six sources
3. Create an annotated bibliography using the six sources
4. Rough Draft (your best 1st attempt) - see instructor deadline.
5. Peer Review – to be completed in class as per instructor deadline.
6. Final Draft – to be completed as per instructor deadline.
Presentation of Findings – to be completed at a later date.

Task:
Complete a rough draft and final draft of a research paper that meets the following criteria:
- 4 pages- double spaced, 1 inch margins (see posted template)
- APA format http://webster.commnet.edu/apa/format.htm
- Includes references from your annotated bibliography
- Addresses the Background, History, and Impacts (good and bad) for item investigated
- Meets expectations and guidelines in grading rubric (see Evaluation)

By completing the following:
1. Follow along with class discussion and answer the following items from your literature search:
   a. What pieces of data did you find most interesting?

Preliminary Data - Not for public dissemination
b. What background facts are you most eager to share?
c. What historical facts would help others gain a sense of your technology’s origins?
d. What impacts have been positive for the environment, the economy, society, politics and the like?
e. What are some of the negative impacts the technology has had on the economy, society, environment, politics and the like?

2. Identify missing elements or areas where information is weak.
3. Go online to find sources (not Wikipedia) to bolster your arguments/information.
4. Begin writing a rough draft of your paper.
5. Submit an electronic version of your rough draft to the “Final Paper” drop box.
6. Bring two printed copies of your paper to class for peer review according to instructor timeline and directions.

Reporting Results:
1. Submit an electronic version of your rough draft to the “Final Paper” drop box.
2. Bring two printed copies of your paper to class for peer review according to instructor timeline and directions.

Evaluation: The following criteria will be used to evaluation your efforts.

<table>
<thead>
<tr>
<th>CONTENT 25pts.</th>
<th>The content was excellent. It included 1) Background Information on Use, 2) Historical Perspective, and 3) overview of the multiple perspectives related to the impacts of the tool or device on learning based on research. The content was comprehensive enough to provide an excellent background of the technology. It was appropriate and a great addition to this class. Page requirement met (4 pages)</th>
<th>The content was ample, but lacked detail and lacked significance in one of the following areas: 1) Introduction, 2) Historical Perspective, and 3) overview of the multiple perspectives related to the impacts of the tool or device on learning based on research. Page requirement not met (Less than 4 pages.)</th>
<th>The content was questionable. There was no clear connection to this class. The content lacked significant detail to give a comprehensive coverage of the technology. Page requirement not met (Less than 3 pages.)</th>
<th>The content was not appropriate for this assignment. The content was so incomplete that it did not provide the reader with an understanding of the technology. Page requirement not met (Less than 2 pages.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pts. ________/25</td>
<td>25 possible ____</td>
<td>20 possible ____</td>
<td>15 possible ____</td>
<td>0 possible ____</td>
</tr>
<tr>
<td>PRESENTATION</td>
<td>The essay was free of spelling errors. The essay was free of grammatical and punctuation errors. The essay was free of any paragraph structure errors.</td>
<td>There were one or two minor spelling errors and/or there were one or two minor grammatical or punctuation errors. There were one or two minor paragraph errors.</td>
<td>There were several spelling errors and/or there were several grammatical or punctuation errors. There were several paragraph structure errors.</td>
<td>There were a large number of spelling errors, grammatical, or punctuation errors. There were a large number of paragraph structure errors.</td>
</tr>
<tr>
<td>---------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>5pts. Pts._____/5</td>
<td>5 possible ____</td>
<td>3 possible ____</td>
<td>1 possible ____</td>
<td>0 possible ____</td>
</tr>
<tr>
<td>VISUAL APPEARANCE</td>
<td>The visual appearance was excellent. <em>(Double Spaced body, <em>Size 10-12</em> Times New Roman Font, 1 inch margins)</em></td>
<td>There was a minor spacing, font style or other visual appearance problem.</td>
<td>There were major spacing, font style or other visual appearance problems.</td>
<td>There were major visual appearance problems or a total lack of regard for this requirement.</td>
</tr>
<tr>
<td>3pts. Pts._____/3</td>
<td>3 possible ____</td>
<td>2 possible ____</td>
<td>1 possible ____</td>
<td>0 possible ____</td>
</tr>
<tr>
<td>APA DOCUMENTATION</td>
<td>A complete and correctly documented <em>(APA)</em> annotated reference list was included. All sources cited in the paper are in the annotated reference list and vice versa.</td>
<td>The annotated reference list was missing key information or was not presented using the assigned format <em>(APA)</em>. Some discrepancies between sources cited in the paper and annotated reference list.</td>
<td>No annotations were provided for the reference list. No references cited in the paper and/or no correlation between sources cited in the paper and reference list. No attempt at assigned format <em>(APA)</em>.</td>
<td></td>
</tr>
<tr>
<td>7pts. Pts._____/7</td>
<td>7 possible ____</td>
<td>4 possible ____</td>
<td>0 possible ____</td>
<td>0 possible ____</td>
</tr>
<tr>
<td>RESEARCH PAPER TOTAL POINTS</td>
<td>____/40</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>