**Week 4 Assignment: Review of the Literature**

**Guideline and Rubric**

# Purpose

The purpose of this assignment is to assist you in developing a research summary table and synthesis of the literature for the executive CGE project.

# Course Learning Outcomes

Through this assignment, you will address the following course learning outcomes:

CO 1: Apply evidence-based leadership skills and concepts in the planning of an executive-level practice change project. (PO 4, 5)

CO 2: Develop an evidence-based foundation to lead organizational change using current knowledge, standards of practice, and research from current literature. (PO 4, 5)

**Due Date: Sunday 11:59 p.m. MT at the end of Week 4**

# Total Points Possible: 100 Points

# Assignment Overview

Begin your review of the literature by constructing a research summary table. You will use the research summary table to synthesize the literature on your intervention into the Review of the Literature paper.

# Assignment Instructions

The following information should be included in this section of your proposal.

1. Research Summary Table
	1. Collect a minimum of 10 current scholarly research studies related to your proposed executive CGE project intervention.
	2. Use the Research Summary Table Template to develop your table. For each article/study that will be used in your paper, fill in the table in your own words.
2. Review of the Literature Paper
	1. Examining your table column by column, identify major themes in your articles.
	2. Use your major themes to organize your Review of the Literature under subheadings. You are likely to have two to five themes or subheadings.
	3. Briefly summarize the major themes from your synthesis of the literature to end your review of the literature.
	4. The paper should be 3-5 pages long, not including the title page, reference list, and Research Summary Table. This is an estimate to guide you and not a strict requirement.

Attach your Research Summary Table as an appendix at the end of the literature review, after the reference list, and label it “Appendix A, Research Summary Table.” Only one document should be submitted. Do not submit the paper and table separately.

# Revision Process

If you do not receive at least a **proficient rating** in any **content** category, you can re-submit your assignment with revision to that content category to improve the points earned within that specific section. Please note the following guidelines:

* + After receiving your assignment grade, you have **one** opportunity to resubmit.
	+ In order to resubmit, your initial submission must have been a complete assignment. Rough drafts will not be graded or allowed for resubmission.
	+ Only **content** sections that did not receive at least a proficient rating with the first submission may be revised to earn a better score in that content category. APA format and writing style will not be re-graded.
	+ Points possible for revised and resubmitted work will not exceed the “proficient” rubric category (84%).
	+ Any revision must be submitted for re-evaluation within 7 days after the assignment grade is posted. For example, if your assignment grade is posted on Friday at 12 noon MT, you have until the following Friday at 12 noon MT to resubmit any content area that did not earn a proficient rating.
	+ Within 7 days from your resubmission, the class instructor will post your score for the resubmitted work.

**Steps to follow for resubmission** **of a content section within an assignment that did not earn a proficient rating on the rubric:**

* Contact your class instructor privately via email, phone, or Canvas private message to inform him/her that you plan to resubmit a content section of the assignment that did not receive a proficient rating on the rubric.
* Submit the assignment in its entirety (including the rewritten content section) within 7 days of the original assignment grade being posted.

# Assignment Criteria

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| Assessment Criteria | Points | % | Description |
| Research Summary Table | 20 | 20% | Develops a Research Summary Table featuring at least 10 evidence-based articles on the intervention and not the executive problem or issue |
| Analysis of Articles | 20 | 20% | Analyzes all of the articles in the table accurately with respect to design, sample/setting, findings, outcome measures, and limitations |
| Themes and Subheadings | 10 | 10% | Identifies several themes emerging from the research summary table and uses the themes for subheadings |
| Description of Each Theme | 20 | 20% | Thoroughly describes what was found in the literature about each theme |
| Summary of Findings | 20 | 20% | Summarizes the major themes in the Review of Literature and relates them to the intervention and evaluation |
| Grammar, Spelling, Syntax, and Punctuation  | 5 | 5% | Proper grammar, spelling syntax, and punctuation are used, with no more than one to two errors. |
| APA Title Page, Citations, and Reference Page  | 5 | 5% | Proper APA format is used, with no more than one to two errors. |
| Total | 100 | 100% | A quality assignment will meet or exceed the above requirements. |

#  Grading Rubric

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| --- | --- | --- | --- | --- |
| Assessment Criteria | Distinguished(100%) | Exceeds(92%) | Proficient(84%) | Needs Improvement(0%) |
| Research Summary Table | 20 Points  | 18 Points  | 16 Points  | 0 Points  |
| Develops a Research Summary Table featuring at least 10 evidence-based articles on the intervention and not the executive problem or issue | Develops a Research Summary Table featuring at least nine evidence-based articles on the intervention; one article is included on the executive problem or issue | Develops a Research Summary Table featuring at least eight evidence-based articles on the intervention; two articles are included on the executive problem or issue | Does not develop a Research Summary Table or includes less than eight evidence-based articles. |
| Analysis of Articles  | 20 Points  | 18 Points  | 16 Points  | 0 Points  |
| Analyzes all of the articles in the table accurately with respect to design, sample/setting, findings, outcome measures, and limitations  | Analyzes 9 of the articles in the table accurately with respect to design, sample/setting, findings, outcome measures, and limitations  | Analyzes 8 of articles in the table accurately with respect to design, sample/setting, findings, outcome measures, and limitations  | Analyzes fewer than 8 of the articles in the table accurately with respect to design, sample/setting, findings, outcome measures, and limitations  |
| Themes and Subheadings  | 10 Points  | 9 Points  | 8 Points  | 0 Points  |
| Identifies several themes emerging from the research summary table and uses the themes for subheadings | Identifies several themes emerging from the research summary table but a few of the themes are not described clearly  | Identifies several themes emerging from the research summary table but misses one or more important themes or summarizes articles without tying their results to a theme | Review of literature is a list of summaries of articles and does not reflect synthesis of the literature |
| Description of Each Theme  | 20 Points  | 18 Points  | 16 Points  | 0 Points  |
| Thoroughly describes what was found in the literature about each theme | Describes what was found in the literature about each theme but some areas are unclear | Describes what was found in the literature about each theme but half of the synthesis is unclear | Does not describe what was found in the literature about each theme but instead focuses on an article-by-article summary |
| Summary of Findings | 20 Points  | 18 Points  | 16 Points  | 0 Points  |
| Summarizes the major themes in the Review of Literature and relates them to the intervention and evaluation   | Summarizes the major themes in the Review of Literature but portions of the summary are unclear  | Summarizes the major themes in the Review of Literature but portions of the summary are unclear and the summary is not related to the coming intervention and evaluation paper | Does not summarize what was found in the review of the literature |
| Grammar, Spelling, Syntax, and Punctuation  | 5 Points  | 4 Points  | 3 Points  | 0 Points  |
| Proper grammar, spelling syntax, and punctuation are used, with no more than one to two errors.  | Proper grammar, spelling syntax, and punctuation are used, with no more than three to four errors.  | Proper grammar, spelling syntax, and punctuation are used to some extent, with no more than five to six errors.  | Proper grammar, spelling syntax, and punctuation are not used; assignment contains seven or more errors.   |
| APA Title Page, Citations, and Reference Page  | 5 Points  | 4 Points  | 3 Points  | 0 Points  |
| Proper APA format is used, with no more than one to two errors.  | Proper APA format is used, with no more than three to four errors.  | Proper APA format is used to some extent, with no more than five to six errors.  | Assignment contains seven or more errors in APA format.  |