

Building a Quality Literature Review

Week 5

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ANNOUNCEMENTS

- Today's Devo: Holt
 - Next devo: Troy
- Today's Writing Strategies: Mike A. and Ken
 - Next week's writing strategies: Holt / Brian
- Today's lit review critique: Troy
- Annotated Bibliographies due today!
- Extended Outlines due Feb. 25

Category	Criterion
1. Coverage	A. <i>Justified criteria for inclusion and exclusion from review.</i>
2. Synthesis	B. <i>Distinguished what has been done in the field from what needs to be done.</i> C. <i>Placed the topic or problem in the broader scholarly literature</i> D. <i>Placed the research in the historical context of the field.</i> E. <i>Acquired and enhanced the subject vocabulary.</i> F. <i>Articulated important variables and phenomena relevant to the topic.</i> G. <i>Synthesized and gained a new perspective on the literature.</i>
3. Methodology	H. <i>Identified the main methodologies and research techniques that have been used in the field, and their advantages and disadvantages.</i> I. <i>Related ideas and theories in the field to research methodologies.</i>
4. Significance	J. <i>Rationalized the practical significance of the research problem.</i> K. <i>Rationalized the scholarly significance of the research problem.</i>
5. Rhetoric	L. <i>Was written with a coherent, clear structure that supported the review.</i>

EVALUATING LIT REVIEWS

Boote, D.N. & Beile, P. (2005). Scholars before researchers: On the centrality of the dissertation literature review in research preparation. *Educational Researcher*, 34(6), 3-15.

SUMMARIZING ACTIVITY

- Divide into three groups.
- Swap 1 annotation each
- Take turns reading each annotation and then giving feedback
- Can everyone understand enough of the study to evaluate your use of it?

ANALYSIS/INTERPRETATION



Calvin & Hobbes, by Bill Watterson

INTERPRETATION IS . . .

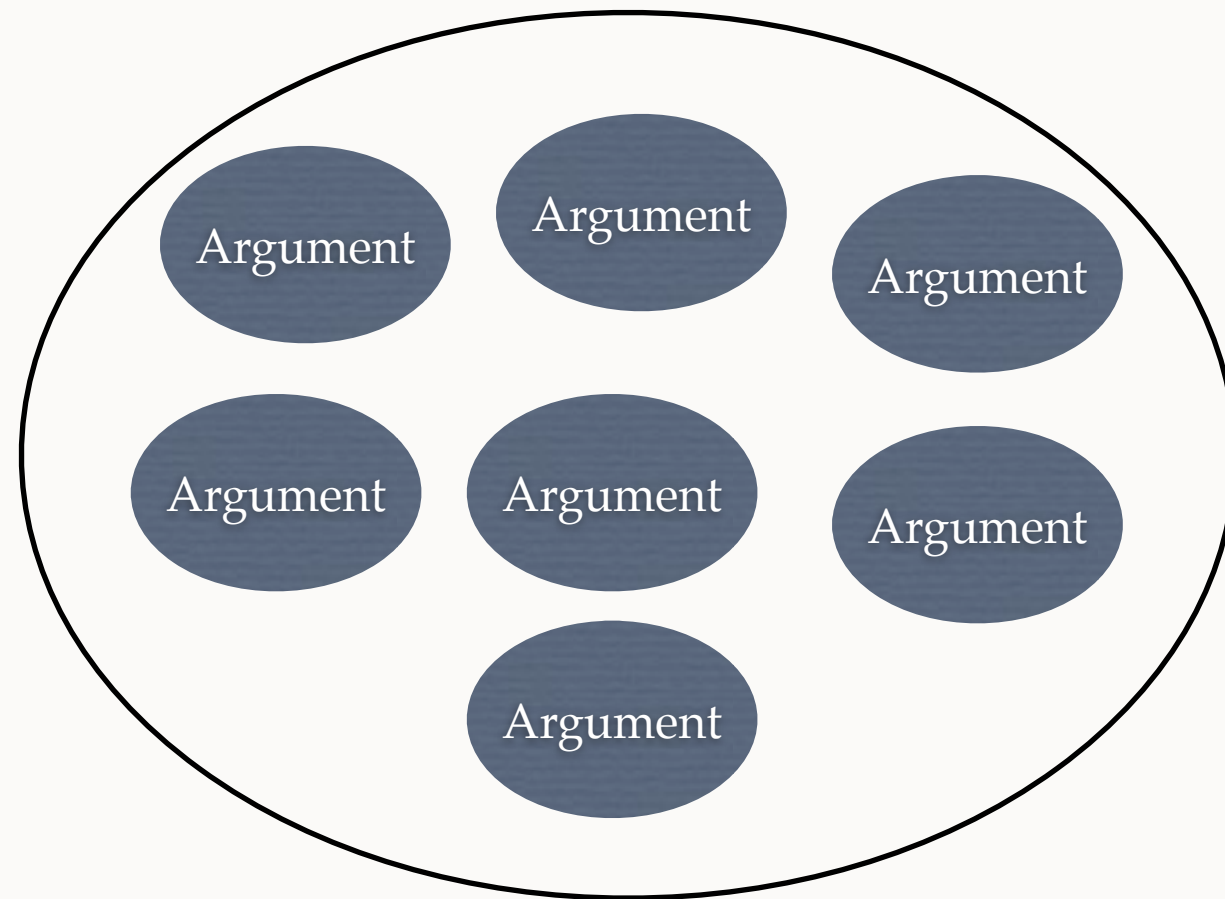
- The “So What?” principle (Elder Boyd K. Packer)
- “What does it all mean?”
- “How would I group this information into piles?”
- It’s the contribution the literature review makes to the research base to provide direction for the future

DON'T CRITIQUE WITHOUT GIVING A NEW DIRECTION





LEVELS OF INTERPRETATION



Over-arching Analysis

Why begin thinking about
interpretation now?

WRITING TO YOUR OUTLINE



One writer said, “When you have done the . . . outlining well and imaginatively, the writing is a snap. It’s really just rewriting because you don’t have to struggle to find ideas, just to say them a bit more clearly.”

— p. 35

EXTENDED OUTLINE

- No template
- An extended outline presents the outline (usually the headings and subheadings of what will be your paper), but then gives a few sentences under each heading so the reader can follow the logic and argument
- Target: 3-5 pages

FOR NEXT TIME

- No class next week! (and there was much rejoicing ... yay)
 - I'll be in my office if you want to talk
- Come to class with a suggested outline that you can share with your peers for feedback
- Continue reading texts related to interpreting the literature and outlining an article or setting up one's argument
- Read a published literature review using a similar organizational strategy to your own. Be prepared to share what you think they did well and how you might apply their approach.

SOURCES

- Cooper, H. (1998). *Synthesizing research: A guide for literature reviews*. Thousand Oaks: Sage.
- Pan, M. L. (2008). *Preparing literature reviews: Qualitative and quantitative approaches* (3rd Ed.). Glendale, CA: Pryczak Publishing.
- Galvan, J. L. (2009). *Writing Literature Reviews*. Glendale, CA: Pryczak. (chapters 10 & 14).
- Hart, C. (1998). *Doing a literature review: Releasing the social science research imagination*. Thousand Oaks, CA: Sage.