

NUTR*4900*04***Selected Topics in Human Nutrition*****COURSE OUTLINE – WINTER 2020****1. CALENDAR DESCRIPTION**

Credit Weight:	0.5 credits
Course Hours:	3-0 (24 lecture; 0 lab/seminar)
Pre-Requisite(s):	FRHD*3070, (NUTR*3040 or NUTR*3090), NUTR*4010
Co-Requisites(s):	None
Restriction(s):	Registration in B.A.Sc. AHN major

2. COURSE DESCRIPTION

Globalization accompanied by urbanization is associated with nutrition transition and changes in eating patterns globally, especially in low and middle income countries. During the last 2 decades, low and middle income countries experienced a drastic change in their eating patterns and physical activity levels. Meanwhile, these countries experienced epidemiological transitions from predominantly communicable diseases to non-communicable diseases (NCD). There are different evidence-based studies focused on diet and NCD globally.

3. TIMETABLE

Lecture:	Tuesdays and Thursdays 11:30-12:50
Location:	MINS room 101
Final Exam:	There is no final exam for this course

4. INSTRUCTIONAL SUPPORT

Course Instructor:	Roya Daneshmand, MSc, PhD candidate
Email:	rdaneshm@uoguelph.ca
Telephone:	519-824-4120 ext. 56325
Office:	MINS 121
Office Hours:	By appointment

5. LEARNING RESOURCES

Required Resource(s):

Available materials in Courselink

Recommended Resource(s):

Available materials in Courselink

6. LEARNING OUTCOMES

At the completion of the course, successful students will be able to:

1. 1. Develop competency in the description and critical appraisal of primary research studies.
2. Effectively communicate – in writing and orally – critical appraisals of research and research articles.
3. Gain proficiency in facilitating and participating in informed discussion about research.
4. Develop peer review skills on written reviews of the research literature.

7. TEACHING AND LEARNING ACTIVITIES

Week		Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
1	Jan.7	Globalization_Nutrition transition and epidemiology transition	Course introduction Assignment of presentations and presentation dates	
	Jan.9	Globalization_Nutrition transition and epidemiology transition	Check appendices of the course outline and Courselink	
2	Jan.14	Searching the research literature – bring laptop – 4 sections together- Room TBD	Librarian	
	Jan.16	Review of research methods	Handout “Using a scientific journal article to write a critical review” https://guides.lib.uoguelph.ca/WriteCriticalReview	Country for the final term topic
3	Jan. 21	Review of research methods - 4 sections together – Room TBD	Librarian	

Week		Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
	Jan.23	Presenters: Discussants: Presenters: Discussants:		Final term topic outline submitted – need approval
4	Jan 28	Presenters: Discussants: Presenters: Discussants:		
	Jan 30	Presenters: Discussants: Presenters: Discussants:		
5	Feb.4	Presenters: Discussants: Presenters: Discussants:		
	Feb.6	Presenters: Discussants: Presenters: Discussants:		
6	Feb.11	No Class-Work on term paper		
	Feb. 13	Writing reviews - 4 sections together – Room TBD Overall writing skills	Librarian	Hand in Section 1 critique paper due in Dropbox by 11:59 PM
Reading week Feb 17-Feb 24				
7	Feb. 25	Seminar 1. Presenter: 2. Presenter:		

Week		Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
	Feb. 27	Seminar 1. Presenter: 2. Presenter:		
8	Mar. 3	Seminar 1. Presenter: 2. Presenter:		
	Mar. 5	Seminar 1. Presenter: 2. Presenter:		
9	Mar. 10	Seminar 1. Presenter: 2. Presenter:		
	Mar. 12	Seminar 1. Presenter: 2. Presenter:		
10	Mar. 17	Seminar 1. Presenter: 2. Presenter:		
	Mar. 19	Seminar 1. Presenter: 2. Presenter:		Draft of term paper due in Dropbox by 11:59 PM
11	Mar. 24	Seminar 1. Presenter: 2. Presenter:		
	Mar. 26	Seminar 1. Presenter:		Peer review handed in Dropbox by 11:59 PM
12	Mar. 31	Complete final paper and self reflection in class and hand in self reflection by midnight		Self-reflection on engagement due in Dropbox by 11:59 PM
	April. 2			Submit final paper to Dropbox by 11:59 PM

Note: This is a tentative schedule; however, due to various unknown factors there may be changes. Any changes will be announced during class and an announcement will be posted on the CourseLink site.

8. ASSESSMENT DETAILS

Assessment	LOs Addressed	Due Date	% of Final
Oral:			
Oral critique of assigned reading in course schedule table (grading rubric is Appendix B)	1,2	Jan 23- Feb 6	15
Facilitate discussion for critique of assigned reading in course schedule table (grading rubric is Appendix C)	3	Jan 23- Feb 6	5
Partial literature review (grading rubric is Appendix B)	1-3	Feb 25- Mar 26	20
Meaningful participation in class discussions (not mere attendance)	3	Throughout	10
Written:			
Paragraph on proposal topic – 250 words plus 3-4 abstracts	1,2	Jan 23	Approval – no grade
Critique of “ common ” assigned article (TBA) (grading rubric is Appendix D)	1,2	Feb 13	10
Peer review of literature review (a sample peer review form is Appendix F; grading rubric is Appendix G)	4	Mar 26	10
Self-reflection on engagement		Mar 31	
Comprehensive literature review paper (grading rubric is Appendix E) draft paper submitted for peer review on Mar 19)	1,2	Apr 2	30
Total:			100%

A1. Oral presentation of article’s critique (15%)

You and a classmate will work together to present the oral critique of an assigned article. You will be assigned to groups of two. A lottery system will be used to determine the article you will be critiquing. In preparing the presentation, seek out background information necessary to understand the article, and be able to explain the research methods and results to the class, as well as provide a critique of the article. Be prepared to answer questions concerning the article. Each presentation will be followed by general class discussion led by one discussant. Each presentation should be 15-20 minutes, followed by 10 minutes of discussion. Post your PowerPoint presentation to the CourseLink Dropbox by **8:00 AM** the day of your presentation. If the presentation is posted after 8:00 AM the day of your presentation, it will be considered late and you will incur a 10% penalty. Your posted presentation will be considered the final version -

revised presentations will not be accepted. You and your partner will receive the same grade for content, but different grades for presentation style.

Tips:

- ✓ Rule of thumb is one slide per minute. Therefore, a 10 to 15 minute presentation should contain roughly 10 to 15 slides.
- ✓ If you have to go smaller than font size 24 to get all the information in, you have too much information. Cut back. Don't go smaller than font size 24 (except in select cases).
- ✓ Information from tables should be simplified for slides.

A2. Discussant for oral article critique (5%):

Two discussants will be assigned to each presentation. As a discussant, your role is to:

- Thank the presenter
- Lead a 10-minute discussion, facilitating class involvement.
- Identify two (2) issues/findings in the areas of sampling, study design, and/or measurement
- Ask two (2) pertinent questions to class to encourage discussion
- Presenter can clarify points and participate in discussion
- Summarize discussion at the end, giving final interpretation and overview
- You will not use PowerPoint as the discussant.

A3. Individual critique of three articles (10%)

You are to independently complete a critique of three articles from section 1, that you did not review for the oral presentation or were a discussant for.

Provide some background and context for the topic before reviewing the three articles and critically integrating these reviews. The summary of the research articles should cover the methods used, the key results, the key strengths and limitations including risk of bias or other quality assessment review (as you see it, not just as the authors describe them), and provide three (3) recommendations (1 per article) for improving the study, for next research needed. Are there any implications of the three studies for practice?

The critique has a maximum of 8000 characters including spaces or about 4 pages (8.5" x 11" paper; double-spaced; 2.5 cm margins; 12-point font size). The page limit does NOT include any tables or graphs, title page and the reference section (use single space). If more than 4 pages of review are submitted, only the first 4 pages will be graded. You should paraphrase rather than

use quotations extensively. Each student will submit the 3 critiques including references to the original articles to Courselink by **February 13 by 11:59 PM**.

B1. Abstract of Proposed Term Topic (no grade)

Prepare a 250 word abstract/outline of your topic and attach 3-4 abstracts for approval. I will return to you, indicating “approved” or “requires revision”. Students who need to revise should meet me to refine the topic.

Each student will choose a “Country” and describe **1. briefly the nutrition transition and epidemiology transition in the selected country 2. Information about current food habits and food guide 3. The first main nutrition related disease in the selected country**. Student will critique about **10 primary studies** (meaning new research) on your chosen topic. Data from WHO, Reviews or meta-analyses can be used to provide an overview of the topic, but should not be included as one of the original research articles. You can use primary studies from meta-analyses in your review. (You will also need to review more articles, books or the internet for background). You are encouraged to make an appointment to discuss and narrow your topic with me prior to submission. It is important to “frame or limit your topic” so that you can do a meaningful review with about 10 studies.

Important notes:

1. Each student should share the country they want to work and the topic with Roya by **January 23 by 11:59 pm**.
2. Students are not allowed to have similar study population within the same country. In this case, students will be asked to change or moderate their study topic.
3. The study population preference would be adolescents and elders but **not** kids and children.

B2. Presentation on Term Topic (20%)

You will present a 20-25-minute talk on your topic and lead the discussion period after of approximately 10 minutes. Choose **three primary** (i.e. original) research articles to discuss. Because research articles are highly focused, you’ll need to seek out background information to understand your topic when preparing for the seminar. Review articles can be used to provide an overview of the topic, but should not be included as one of the original research articles in

your presentation. Allow adequate time for ordering any articles not available locally through inter-library loan.

There will be two seminars per class. A lottery system will be used to determine the date of your seminar.

Post your PowerPoint presentation to Dropbox by **8:00 AM** the day of your seminar. If the presentation is posted **after 8:00 AM** the day of your presentation, **it will be considered late and you will incur a 10% penalty**. Your posted presentation will be considered the final version - revised presentations will not be accepted.

B3. Peer review of term paper (10%)

Your completed draft term paper will be peer-reviewed by another student. A substantially incomplete draft will not be peer-reviewed, as determined by the instructor. Students doing peer reviews will be marked on the quality of their peer-review. Each student will submit a draft of their paper to Courselink **by March 19 by 11:59 pm**. The paper will then be sent to an anonymous reviewer who will complete the peer review form, and will make comments and suggestions for change using Track Changes. They will submit their forms and reviews to Dropbox by **March 26 11:59 pm**. I will send the review back to each author by email. Peer reviewers are anonymous, but authors are not because of the oral presentations.

B4. Submission of Final Term Paper (30%)

You will have until **April 2 by 11:59 pm** to complete the paper and address the suggestions from the peer reviewer that you feel improve the paper. The final paper will be submitted to Courselink as a Word document.

Guidelines for Term Paper

The term paper should be 25,000 characters (with spaces) or less or about 12 pages long and include an introduction (including your research question), a summary of the main findings, completion of quality assessment, discussion of the strengths and limitations of the research, implications of the results, conclusions, and your suggestions for future research/implications for practice. Use headings and sub-headings to organize your report and include page numbers. At least **10 "primary" journal articles should be critiqued to address your research question**. If you decide to use tables to summarize the studies, the paragraph text must complement and integrate findings in the tables.

Checklist for the term paper:

- Maximum of 25,000 characters with spaces or about 12 pages
- Should have a title page, reference section (use single space for the reference section), and **appendix that shows the abstracts for each "primary" journal article reviewed in the paper**
- Your name and page numbers are in the header or footer of the document
- Double-spaced
- 2.5 cm. margins
- 11-12-point font size

The character and page limit does not include the number of separate pages for the title page, the reference section, and the appendix.

C. Participation (10%)

Participation in class discussions is an essential component of the course. Therefore, it is expected that you attend and participate fully in all sessions. You are expected to come to class prepared to ask discussion questions and to comment on questions raised by the discussants. Your preparation and participation in the discussions will contribute to our learning experience and will be appreciated by all. The required readings for the first half of the semester are conveniently posted to Courselink.

The participation grade completed by the instructor will be based on two components: a) the first component is based on attendance (attendance list) and b) the frequency and quality of your oral participation in class (Instructor grade). Another component of the participation grade will be based on your self-reflection on engagement. Assign yourself a grade out of 10 for this component – I will take your self-assigned grade into consideration in determining your overall grade for participation. The self-reflection is **due March 31 by 11:59 pm in Dropbox.**

9. COURSE STATEMENTS

Course Website:

There is a course website at <http://courselink.uoguelph.ca>. All components of this course will be housed on the CourseLink site including this course outline, assignments, and links to further resources. Your assignments will be submitted through the Dropbox function. Marks and feedback will also be released on the site. Please familiarize yourself with this website as soon as possible and visit it regularly throughout the semester.

Late Assignments:

Late assignments will be accepted up to 5 days following the due date and will receive a penalty of 10% per day EXCEPT under documented grounds for compassionate consideration.

Assignments submitted more than one week late without documented grounds will receive a grade of zero. If you are going to hand an assignment in late, you must contact your course instructor to inform them when you will be submitting your assignment.

Receipt of Grades:

After you receive a grade on CourseLink, please review your feedback. Any inquiry or dispute over the grade must be made within two weeks from the date they are posted. If you fail to protest any grade during this time limit, changes to the grade will not be considered. [Grades will be based on the Grading Procedures outlined in the Undergraduate Calendar.](#)

Turnitin Software:

In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

10. UNIVERSITY STATEMENTS**E-mail communication:**

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

When you cannot meet a course requirement:

When you find yourself unable to meet in-course requirements due to illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing with name, ID#, and email contact. [See the undergraduate calendar for information on regulations and procedures for Academic Consideration.](#)

Drop date:

Students have until the last day of classes to drop courses without academic penalty. The regulations and procedures for [Dropping Courses](#) are available in the Undergraduate Calendar.

Copies of out-of-class assignments:

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility:

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance, and not later than the 40th Class Day.

More information: www.uoguelph.ca/sas

Academic misconduct:

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

[The Academic Misconduct Policy is detailed in the Undergraduate Calendar.](#)

Recording of materials:

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources:

The [Academic Calendars](#) are the source of information about the University of Guelph’s procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

Appendix:

For those students enrolled in the Area of Emphasis in Dietetics: The Integrated Competencies for Dietetic Education and Practice (2013; <http://www.pdep.ca/>):

Foundational Knowledge Specifications (FKS) that are met by this course:

Foundational Knowledge Specification	Complexity Level (1, 2, 3)	How FKS is met in this curriculum
3. Communication		
3c) Strategies for effective written communication	3	Two written assignments: one individual article critique and one term paper
3e) Strategies for effective oral communication	3	Three oral presentation assignments: one article critique, one discussant presentation and one individual seminar
16. Professional Practice in Dietetics		
16h) Role of research and new knowledge	3	The two written and three oral assignments described above
18. Research and Evaluation		
18a) Theoretical foundations of research 18b) Qualitative, quantitative and mixed methodologies 18c) Ethics in research 18e) Literature search strategies 18f) Systematic review and critical appraisal of literature 18g) Use of technology to seek and manage information	3	The two written and three oral assignments described above

Performance Indicators (PI) that are met by this course:

Performance Indicator	How PI is met in this curriculum
1. Professional Practice	
1.06e Obtain and interpret evidence	Final term paper and seminar presentation
1.09b Use technology to communicate	Use PowerPoint to present a research article critique and a seminar
1.09d Use technology to seek and manage information	Use various health science databases to find research articles
1.11d Recognize the importance of new knowledge to support or enhance practice	Part of the critical assessment of an article
1.13a Demonstrate knowledge of research and evaluation principles	Two research article critique assignments: one oral, one written
2. Communication and Collaboration	
2.02c Edit written material for style, spelling and grammar	Two written assignments: an article critique and a term paper
2.02d Write clearly and concisely, in a manner responsive to the needs of the reader(s)	Two written assignments: an article critique and a term paper
2.02e Write in an organized and logical fashion	Two written assignments: an article critique and a term paper
2.02f Provide accurate and relevant information in written material	Two written assignments: an article critique and a term paper
2.02g Ensure that written material facilitates communication	Two written assignments: an article critique and a term paper
2.03b Speak clearly and concisely, in a manner responsive to the needs of the listener(s)	Three oral assignments: student as discussant for a classmate's seminar; article critique; seminar
2.03d Use appropriate tone of voice and body language	Three oral assignments: student as discussant for a classmate's seminar; article critique; seminar
2.04b Utilize active listening	Students are discussants of another student's article critique
2.04d Communicate in a respectful manner	Three oral assignments: student as discussant for a classmate's seminar; article critique; seminar
2.04n Seek, respond to and provide feedback	Students do peer review of another student's final paper

Appendix B

Grading rubric for:

- Oral critique of assigned reading
- Oral presentation re: partial literature review

(page 1 of 2)

Presenter(s): _____ Date: _____

CONTENT

1. Your introduction

10	9	8	7	6	5	4	3	2	1	
Gives appropriate introduction. Sets the stage for what is to follow.							←————→	Dull opening. Partial or no introduction. No rationale given.		

2. Your coverage of content

20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
Treated in some depth. Critical thinking demonstrated. Evidence of synthesis/integration. Important points stressed. Interesting. Logical flow. Organized.							←————→	Superficial. Lack of critical thinking. Poor synthesis/integration. Important points lacking. Uninteresting. Poor flow. Disorganized.											

3. Your understanding

20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
Understanding of topic and article(s) is clear. Makes accurate statements. Answers questions well.							←————→	Unclear, confused. Some inaccuracies. Difficulty answering questions.											

4. Your summary/conclusion

10	9	8	7	6	5	4	3	2	1	
Repeats key ideas. Places content in larger context. Gives a final interpretation and overview.							←————→	Concludes abruptly without summarizing main points. Does not repeat key ideas. Does not place what was presented into context.		

(Page 2 of 2)
DELIVERY
5. Visual aids

10	9	8	7	6	5	4	3	2	1
Are effective in enhancing talk and help understanding. Slides are easy to read, and not crowded with information.				←————→			Do not add much to presentation. Poor choice of fonts/graphics. Shown too quickly. Slides cluttered. Not well explained.		

6. Audience contact (for group presentations, each presenter is graded separately)

10	9	8	7	6	5	4	3	2	1
Maintains interest. Establishes eye contact. Minimal reading from slides/notes. Enthusiastic.				←————→			Audience bored, and not involved. Does not look at audience. Reads slides/notes. Lacks enthusiasm.		

7. Voice, language and mannerisms (for group presentations, each presenter is graded separately)

5	4	3	2	1
Voice can be heard easily. Tone of voice varied. Good diction. Does not raise voice at end of sentences. Relaxed posture, no distracting mannerisms.		←————→		Hard to hear. Monotonous voice. Poor pronunciation. Raises voice at end of sentences. Interjects “um” and/or “OK”. Tense, stiff, and/or displays mannerisms which detract.

8. Timing (for group presentations, each presenter is graded separately)

5	4	3	2	1
Pace is good throughout. Number of slides and content suited to time available. Right amount of time to explain each slide.		←————→		Rushed at end, or too slow. Attempted too many ideas/slides for time available. Not enough/too much time spent on slides.

9. Overall style and level of presentation (for group presentations, each presenter is graded separately)

10	9	8	7	6	5	4	3	2	1
Appropriate for audience (professional, “pitched” at suitable level). Relaxed. Confident. Engaged classmates.				←————→			Unprofessional. Too informal. Presented at a level too high/too low for this audience. Didn’t engage classmates.		

Comments:

Total	/100
--------------	-------------

Appendix C
Grading Rubric for Facilitating Discussion for Critique of Assigned

Reading Discussant(s): _____ **Date:** _____

1. Issues/findings

10	9	8	7	6	5	4	3	2	1
Identifies two issues in the areas of sampling, research design, measurement, etc. Provides background for the audience.				←————→			Focuses on only one issue or covers too many for the audience to grasp. No background.		

2. Questions for audience

10	9	8	7	6	5	4	3	2	1
Posed two relevant questions for the audience to encourage discussion of critical issues. Able to keep the discussion going.				←————→			No questions, or trivial questions which do not help the audience to understand critical points. Discussion falls flat.		

3. Delivery

10	9	8	7	6	5	4	3	2	1
Relaxed, enthusiastic. Is concise and clear. Professional. Easily heard.				←————→			Tense, appears bored. Rambles and/or confuses audience with explanations. Unprofessional. Too quiet or too loud.		

Comments:

Total	/30
--------------	------------

Appendix D
Grading Rubric for Written Critique of “Common” Assigned Article

Student: _____

Component	%
Introduction in article (including objectives or hypotheses)	/ 15
Sample	/ 10
Measures	/ 20
Specific research design (including design issues)	/ 10
Procedure	/ 15
Results and discussion (including conclusion)	/ 15
Your writing style, organization, and grammar	/ 15
Total	/ 100%

Comments:

Appendix E
Grading Rubric for Comprehensive Literature Review Paper

Student:

Component	%
In the introduction section, it is clear which aspects of the problem will be considered and the objective (or purpose) of this paper is stated in specific terms. It is sufficiently restricted to permit analysis in some depth. The meanings of terms or concepts that are central to this paper are clearly explained. Definitions are given.	/ 5
In the method section, the strategy for searching articles to address your research question (e.g., databases; search terms) is appropriate and detailed. A comprehensive search is conducted. The sources of information are appropriate for the problem chosen. Maximum use is made of "primary" sources. Sources are sufficient for this project. An appendix shows the abstract (and entire reference information) for each "primary" journal article reviewed to specifically address your research question.	/ 10
The review of literature is comprehensive. It provides a synthesis of relevant material, ideas are well understood, and information is used accurately. The results from the studies are reported in an integrated way. It is structured to be consistent with the scope of the topic and shows breadth and depth of coverage of the topic.	/ 20
Critical appraisal of the literature is well done with a thorough discussion of the strengths and limitations of the studies. Appropriate conclusions are stated based on reviewing and critiquing the research.	/ 25
Recommendations for health professionals are clear and based on the review.	/ 5
Recommendations for future research are appropriate.	/ 5
There is strong organization, presentation, and composition. Skillful, pleasant, and easy to read. Paragraphs develop logically. Meanings are clear. Sentence structure is concise, grammatically correct, and cohesive. There is minimum use of extraneous or repetitious material. Headings and sub-headings are systematically used. There is no or minimal spelling and punctuation errors. The APA style is used correctly for citations and references.	/ 30
Total	/100

Comments:

Discussion

8. Do the discussion and conclusions follow from the results?

- Yes Improvement required No

9. Are other interpretations examined and discussed?

- Yes Improvement required No

10. Are the limits of the review and of the results described?

- Yes Improvement required No

References

11. Are the references appropriate?

- Yes Improvement required No

Please provide your detailed comments on the above answers or on other aspects of the review which, in your opinion, will assist the author of the manuscript. Use comments and track changes to assist the author to make revisions.

Appendix G
Grading Rubric for Peer Review of Literature

Review Student: _____

Level	Criteria	Score
Reflective review	Clarity: Language is clear and expressive. Concepts explained accurately.	4
	Relevance: Review is relevant and meaningful to the course learning goals.	4
	Analysis: Review indicates how the paper contributes to student's understanding of course concepts, self, and others.	4
	Interconnections: Review demonstrates connections between material from other courses and/or past experience.	4
	Self-criticism: Reviewer displayed strong ability to question own biases, stereotypes, pre-conceptions, and/or assumptions while conducting the review.	4
Constructive review	Clarity: Minor, infrequent lapses in clarity and accuracy.	3
	Relevance: Review is mostly meaningful, but somewhat irrelevant to the course learning goals.	3
	Analysis: Review demonstrates student attempts to analyze the paper, but the analysis lacks depth.	3
	Interconnections: Review demonstrates some connections between material from other courses and/or past experience.	3
	Self-criticism: Reviewer displayed moderate ability to question own biases, stereotypes, pre-conceptions, and/or assumptions while conducting the review.	3
Novice review	Clarity: There are frequent lapses in clarity and accuracy.	2
	Relevance: Review makes attempts to demonstrate relevance, but the relevance is unclear.	2
	Analysis: Review fails to demonstrate a depth of analysis.	2
	Interconnections: There is little to no attempt to demonstrate connections between material from other courses and/or past experience.	2
	Self-criticism: There is some attempt at self-criticism, but reviewer fails to question own biases, stereotypes, pre-conceptions, and/or assumptions.	2
Unacceptable review	Clarity: Language is unclear and confusing throughout. Concepts are either not discussed or are presented inaccurately.	1
	Relevance: Review is mostly irrelevant to the student and/or course learning goals.	1
	Analysis: Review does not move beyond basic descriptions.	1
	Interconnections: No attempt to demonstrate connections to previous learning or experiences.	1
	Self-criticism: No attempt at self-criticism.	1
Total peer review score		/20