Developed by: Meredith Martin, PhD for PSY 336

ARTICLE ANALYSIS GRADING RUBRIC

An essential skill, whether you enter the field of psychology or a related discipline, is to be able to summarize and evaluate empirical research. Empirical research refers to research articles that present novel research findings (as opposed to providing an opinion or review). Over the course of the semester, you will read a number of empirical research articles in order for you to learn more about how research is conducted in developmental psychology – in other words, how do we know what we know about adolescence? These readings and your textbook provide an overview of the breadth of the research on adolescent psychology.

By contrast, your group project is intended to give you an opportunity to delve deeper into the psychological research on an area of adolescent development of interest to you. As a first step towards completing a literature review for this project, you will need to: find an empirical research article related to your group's topic, read and summarize the introduction, methods, results, and conclusions, and provide a critical analysis of the article and its relation to your topic.

STEP#1: Finding an article
You must find an EMPIRICAL (research) article related to your group's topic. The article must be relevant to adolescent development. You should choose an article published within the last five years from one of the following journals:
- *Journal of Research on Adolescence*
- *Journal of Early Adolescence*
- *Journal of Clinical Child and Adolescent Psychology*
- *Journal of Youth and Adolescence*
- *Journal of Adolescence*

You have access to these journals through the Syracuse University Library (https://library.syr.edu). Additional information about how to find an article is included in the Powerpoint slides from the first day of class (on Blackboard). I encourage you to review this information. If you continue to have difficulty, you should reach out to Bonnie Ryan (bcryan@syr.edu), the Psychology Subject Librarian.

STEP#2: Reading your article
Information about how to effectively read an empirical research article is also located in the Powerpoint slides from the first class. Remember, statistical analyses in the Results section are always followed by a description of what the numbers mean in plain English. Don't skip the results!

STEP#3: Writing your summary and analysis
Your summary and analysis should not exceed 3 pages, double spaced, in 12pt. Times New Roman font. Your paper should include your full first and last name, your group's name, and your group's topic (framed as a question) along the top. Your paper should then include the following information:
- Summary: What theoretical idea(s) or research questions inspired the study? What methods were used to investigate the topic? What were the most notable results? What implications do the results have for real life and/or for future research?
- Analysis: How do these findings relate to your group's topic? How does this research help to answer your question? What were the main strengths of the article? What did you think the authors did especially well in describing or analyzing their results? What were the

main weaknesses of the article? What were the limitations of the methods used? What interpretations did the authors make that you think are in error, unjustified, or over-stated? What lingering questions do you have?

Include the full reference for the paper you are analyzing at the end, **in proper APA format.** You do not need any additional citations for the assignment and this reference is not included in your page requirements.

Submit your final analysis in Word or PDF online via Blackboard. The grading rubric for this assignment is below.

GRADING RUBRIC FOR ARTICLE ANALYSIS

Description	Unacceptable (Below standards)	Acceptable (Meets minimum standards)	Good (Exceeds minimum standards)	Points
Page 1 Summary	The student does not clearly summarize the main points of the article (i.e., the main research question, methods, results, and implications) and/or includes inaccurate information.	Most of the article is summarized, but the student may not clearly cover all aspects (i.e., the main research question, methods, results, and implications).	The summary clearly outlines the main research question, methods, results, and implications in the student's own words.	15
Page 2 Analysis	The student does not clearly move beyond a summary of the article to provide an analysis. No new ideas are contributed beyond what is in the article itself, or the analysis is overly confusing.	The student provides an analysis of the article by answering most of the questions assigned. The ideas presented are mostly novel, going beyond what is in the article itself.	The student provides an insightful analysis of the article, answering all or nearly all of the questions assigned. The student articulates novel ideas that clearly go beyond what is in the article itself. The analysis is clear and rational.	20
Writing	Overall, the student's communication of their analysis is confusing, unclear, and/or suggests limited understanding of the issues involved in this question.	Overall, the student's communication of their analysis is somewhat clear and/or suggests some understanding of the issues involved in this question.	Overall, the student's communication of their analysis is clear and evidences a general, overarching understanding of the issues involved in this question.	5
Format	Paper does not follow all formatting guidelines outlined in the syllabus, and either fails to cite the article, or cites in inaccurately.	Paper is 2 pages long, follows all formatting guidelines outlined in the syllabus, and accurately cites the article in APA format at the end.	Paper is 2 pages long, follows all formatting guidelines outlined in the syllabus, and accurately cites the article in APA format at the end.	5
Mechanics	Grammatical, punctuation, and spelling errors significantly detract from reading the paper. Basic sentence structure often includes poor structure (e.g., run-on sentences).	There may be a few grammatical, punctuation, and/or spelling errors, but overall they do not detract too much from reading the paper. Basic sentence structure is good (e.g., avoids run-on sentences, sentence structure is solid).	Grammatical, punctuation, and spelling errors are RARE and do not detract from reading the paper. Basic sentence structure is good (e.g., avoids run-on sentences, sentence structure is solid).	5
Total Possible Points				50

ANNOTATED BIBLIOGRAPHY GRADING RUBRIC

An essential skill, whether you enter the field of psychology or a related discipline, is to be able to summarize and evaluate empirical research. Empirical research refers to research articles that present novel research findings (as opposed to providing an opinion or review).

The next step in your group project is to begin to integrate research findings across a number of empirical research articles in order to begin to draw some conclusions in relation to your group's topic. No single article will explain everything about your topic, but together you may be able to identify certain themes, patterns, or inconsistencies. The annotated bibliography will serve as your group's references list, demonstrating that each group member has shared their individual research and that the group as a whole is beginning to integrate the findings into an answer for their research question.

The Annotated Bibliography (APA style):

An annotated bibliography is a reference list with an additional summary statement ("annotation") after each reference. The annotation provides a brief description of the main findings and/or a short, critical evaluation of the article.

For more information and examples, see:
https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/annotated_bibliography_samples.html

For this assignment, your group's annotated bibliography should include a citation, in proper APA format, for EACH article your group members have analyzed (i.e., two articles per group member). This means your bibliography should have at least eight unique, peer-reviewed empirical research articles. Following each article, provide an annotation that summarizes the main findings and provides a brief evaluation of the article's relevance for the main research question (e.g., how does the article help answer your question; what group/s of people does it inform you about; what are its limitations if it's not helpful in answering your question; how does it relate to the other studies in your bibliography).

You may realize, as you begin to integrate the research articles as a group, that you may need additional information to adequately answer your research question. If this is the case, you are welcome to find additional research articles. You do not need to provide a full article analysis for any additional articles, but please do include them in your annotated bibliography.

GRADING RUBRIC FOR ANNOTATED BIBLIOGRAPHY

Description	Unacceptable (Below standards)	Acceptable (Meets minimum standards)	Good (Exceeds minimum standards)	Points
References	There are fewer than 8 unique articles or the included articles are not peer-reviewed research. Articles may be completely unrelated to the group's research topic.	-----------------------	Group has collected at least 8 unique peer-reviewed research articles that address their research topic.	5
Annotations	Not every article is followed by an annotation. Few if any annotations make it clear why this information is relevant to the group's research question. The writing is confusing and/or does not connect in any clear way to the other articles and to the group's overall research question	After each reference there is an annotation that: (1) provides a brief summary of the main findings in the article, and (2) provides an analysis of the research articles. Most of the annotations provide a clear indication of how and in what way the article informs the group's research question, although some explanations may be less clear. It is mostly, but not always clear how each article relates to the other articles and to the group's overall research question.	After each reference there is an annotation that: (1) provides a brief summary of the main findings in the article, and (2) provides an analysis of the research articles, indicating how and in what way the article informs the group's research question. Although brief, the annotation provides specific links between the research article and the group's question. It is clear, for each, how the article relates to the other articles and to the group's overall research question.	15
Format	Does not include at least 8 unique articles or cites them inaccurately. Annotations are not provided or are in incorrect format.	-----------------------	Includes at least 8 unique references, all cited in proper APA format. Each reference is followed by an annotation of no more than 200 words.	5
Total Possible Points				25

GROUP PROJECT – GRADING RUBRIC

An essential skill, whether you enter the field of psychology or a related discipline, is to be able to summarize and evaluate empirical research. Empirical research refers to research articles that present novel research findings (as opposed to providing an opinion or review).

In addition to being able to locate and summarize empirical research on adolescent development, this group project is designed to provide you with an opportunity to practice integrating findings across research studies in order to explain adolescent behavior and to apply what you've learned about adolescent development in order to answer a contemporary question that interests you. Working together as a team allows your group to share the workload and to engage one another around the topic. Over the course of the semester, you have read a number of empirical research articles about the topic you chose. Now, sharing your research with the class allows for all students to benefit from your in-depth analysis into this topic, broadening the scope of what we're able to cover in this course.

The next step in your group project is to create a video in which you present your findings. The objective is to "teach" the class about your topic using the information you learned while researching. Your presentation should be interesting, informative, and accurate. **The video should be no less than 3 minutes and no more than 10 minutes in length.** You may present your findings in whatever format you wish (e.g., using PowerPoint, providing visuals, acting things out, doing interviews). You are not required to present the specific details (e.g., details of the measures, statistical analyses) of any of the research studies you analyzed, but you should use the research findings to tell the story of this topic. After watching your video, your audience should walk away with new knowledge about your topic.

Please be sure to explicitly link your research to adolescent development!

Submit your final project on Blackboard by embedding a link to your video in the Discussion board. The grading rubric for this assignment is below.

GRADING RUBRIC FOR GROUP PROJECT VIDEO

Description	Unacceptable (Below standards)	Good (Meets or exceeds minimum standards)	Points
Research	The topic was <u>not</u> researched in depth. The research evidence (articles) was not used help answer the research question or was applied inaccurately. The student(s) knowledge of this topic seemed very surface-level, indicating a lack of thoughtfulness and understanding.	The topic was well-researched. The factual points clearly supported the students' answer to their research question. Statements were supported by quality research based on their articles. The students clearly demonstrated in-depth knowledge of this topic.	25
Explanation	The presentation fails to answer the research question (or provide specific gaps in our understanding of this question if appropriate). The discussion of the research is too vague, unclear, or inaccurate. The topic is not adequately explained and/or not supported with evidence. No effort was made to connect the topic/findings to adolescence as a developmental period. The material presented does not follow clear logic.	The answer to the research question (as much as has been studied in the literature) is clearly outlined and supported by the research evidence. The group has logically explained how the different research findings inform one another (i.e., integrated findings across research studies to come to their own conclusions about their research question). The importance of this topic to adolescent development is clearly explained. The presented material makes logical sense.	40
Presentation	Presentation was unclear and difficult to follow. The logical flow was confusing. The presentation was overly wordy, robotic, and/or audio and visual aids failed to add anything to the understandability of the presentation. It is not clear that the group was thoughtful or took care in the presentation of their research findings. The quality and/or presentation is so poor that it is difficult to hear/see/understand.	Presentation is clear and engaging, and well-organized. Any audio or visual aids (e.g., slides, music, actors) contribute meaningfully to the presentation. The logic of the presentation is easy to follow. It is clear that the group invested significant thoughtfulness and care into the presentation of their research findings. All verbal and/or written information is legible, understandable, and easy to see/hear.	25
Format	The video is <u>not</u> between 3 and 10 minutes in length. It was <u>not</u> uploaded as a link in the discussion board on Blackboard and/or the link did not work (the group didn't check to ensure it worked).	The video is between 3 and 10 minutes in length. It was uploaded as a link in the discussion board on Blackboard and easily accessible to fellow students.	10
Total Possible Points			100

Instructions for uploading your final group project video into Blackboard:

1. **Making your video:** There are a number of great video-making tools you can use for free! Here's information about these:
   https://answers.syr.edu/display/blackboard01/Video+Creation+Tools
   a. Don't forget, you're also welcome to sign out video and related media equipment at the Bird Library: https://library.syr.edu/services/loaner.php

2. **Creating a YouTube page using your free SU student account:**
   http://ols.syr.edu/google-account-for-syracuse-university/
   a. Need help? Email ols@syr.edu and mention SU Google Accounts in your subject header!

3. **Sharing your video on Blackboard ("submitting" your group project):** In order to upload your group project on Blackboard, you need to create a link to your video and post the link to the Discussion Board.
   a. The Discussion Board is labeled "GROUP PROJECT – FINAL VIDEOS."
   b. Only <u>one</u> member of your group needs to post the link.
   c. Please make sure your group's name and research question is included with the video link.
   d. Email me a copy of the link to your video as well.

PSY336 – Fall2019 – Group Project PEER REVIEW

(1) Watch the video
(2) Complete the peer review form below. Please provide <u>thoughtful</u> and <u>specific</u> feedback.
(3) Reply to the video, upload this completed peer review, and in the "subject" box, write out your additional question (see below).
      a. Remember, the goal is to provide <u>constructive</u> feedback and engage in some basic dialogue with the group about their project.

Description	Yes	Kind of	No	Your comments (if you said "kind of" or "no," please describe what was missing or what could be improved).
Did the group answer their research question (or provide an explanation of what gaps remain in the research)?				
Did the group support their statements with evidence from research?				
Was the information presented in a way that was clear and understandable?				
What did you <u>notice</u> about this video? What stood out to you?				
What do you <u>appreciate</u> about this video?				
What do you still <u>wonder</u> after watching it? What else do you want to know?				
What is <u>ONE</u> question you have for this group in regards to this video/their project? [PLEASE POST THIS QUESTION IN THE SUBJECT BOX IN YOUR REPLY!]				

Please give this group's video a rating (Please note, this does <u>NOT</u> impact the group's grade – <u>I</u> will grade all group videos. This is intended to serve as peer feedback to the group).

Your rating (1-5):

Clearly did not meet the minimum guidelines for the project. It's not clear that the group made any effort to answer their question.	It is unclear whether the group met the minimum guidelines for the project (or they met some of them, but not all. The group should have put more effort into answering their question.	Generally met the minimum guidelines for the project. It's less clear how much the group really sought to answer their question.	Definitely met the minimum guidelines for the project. Group answered their question well.	Exceeded the minimum guidelines for the project. Clearly went above and beyond. The group is clearly knowledgeable about this topic.
1	**2**	**3**	**4**	**5**

PSY 336 – Self & Group Evaluation

Please complete the following form. You will receive 25 points for completing this form and handing it in on time. The information you provide will help me to assess your group project grade.

1. From 0% to 100%, what <u>proportion</u> of your group's project were YOU responsible for?

2. List (using bullet-points) everything YOU did to contribute to your group's project. Please be specific. This should include any research and writing you did.

3. From 0 to 100, what <u>grade</u> would you give YOURSELF based on your contributions to your group's project?

    a. Please briefly explain why.

4. From 0 to 100, what <u>grade</u> would you give YOUR GROUP based on how well your group members worked together?

    a. Please briefly explain why.

5. From 0 to 100, what grade would you give YOUR GROUP based on the overall quality of your group project?

    a. Please briefly explain why.

6. Is there anything else you would like me to know about your work or your group's work on this project?