SSA1 — SSA TASK 1

EDUCATIONAL THEORY SYNTHESIS AND EVALUATION — SSA1
PRFA — SSA1

COMPETENCIES

608.3.1 : **Creating an Annotated Bibliography**
The graduate prepares an annotated bibliography of representative works on educational theory, trends, and practices.

INTRODUCTION

The goal of the Educational Thought Seminar is to expose students to literature from a variety of perspectives on education that will challenge their perspectives regarding the following:
- ? diversity and issues of fairness
- ? alternative viewpoints and voices in education
- ? changing demographics in educational institutions
- ? future trends in education
- ? personal visions of "what if?"

The goal of the annotated bibliography is to encourage students to expand their knowledge and broaden their perspectives of educational theory, trends, and perspectives.

REQUIREMENTS

Your submission must be your original work. No more than a combined total of 30% of the submission and no more than a 10% match to any one individual source can be directly quoted or closely paraphrased from sources, even if cited correctly. An originality report is provided when you submit your task that can be used as a guide.

You must use the rubric to direct the creation of your submission because it provides detailed criteria that will be used to evaluate your work. Each requirement below may be evaluated by more than one rubric aspect. The rubric aspect titles may contain hyperlinks to relevant portions of the course.

A. Create an annotated bibliography in which you do the following:

1. Include a minimum of **20** entries, **15** of which must come from published sources, whether they are accessed online or in print (e.g., books, journal articles, white papers).

2. Include references that represent a variety of perspectives on educational theory, educational trends, and educational practices.

3. Include peer reviewed or academic sources for the majority of the entries.

4. Summarize *(suggested length of 2–4 sentences)*, in your own words, the main ideas of *each* reference provided.

5. Discuss *(suggested length of 1–2 sentences)* the intended audience for *each* reference provided.

6. Explain (*suggested length of 2–4 sentences)* how *each* source is applicable to your research for the SCA1 paper.

7. Explain (*suggested length of 1–2 sentences*) how *each* reference relates to **one** of the following:

   ? current issues in education
   ? disparate points of view
   ? diversity and/or range of student ability

B. Format the annotated bibliography according to APA guidelines.

File Restrictions

File name may contain only letters, numbers, spaces, and these symbols: ! - _ . * ' ( )
File size limit: 200 MB
File types allowed: doc, docx, rtf, xls, xlsx, ppt, pptx, odt, pdf, txt, qt, mov, mpg, avi, mp3, wav, mp4, wma, flv, asf, mpeg, wmv, m4v, svg, tif, tiff, jpeg, jpg, gif, png, zip, rar, tar, 7z

RUBRIC

ARTICULATION OF RESPONSE (CLARITY, ORGANIZATION, MECHANICS):

NOT EVIDENT	APPROACHING COMPETENCE	COMPETENT
The candidate provides unsatisfactory articulation of response.	The candidate provides weak articulation of response.	The candidate provides adequate articulation of response.

A1:ENTRIES FROM PUBLISHED SOURCES

NOT EVIDENT

The candidate does not include a minimum of 20 entries in the annotated bibliography, 15 of which come from published sources, whether they are accessed online or in print.

APPROACHING COMPETENCE

Not applicable.

COMPETENT

The candidate includes a minimum of 20 entries in the annotated bibliography, 15 of which come from published sources, whether they are accessed online or in print.

A2:VARIETY OF PERSPECTIVES

NOT EVIDENT

The candidate does not include references that represent a variety of perspectives on educational theory, educational trends, and educational practices.

APPROACHING COMPETENCE

The candidate includes references that represent one or two perspectives on educational theory, educational trends, and educational practices.

COMPETENT

The candidate includes references that represent a variety of perspectives on educational theory, educational trends, and educational practices.

A3:APPROPRIATENESS OF SOURCES

NOT EVIDENT

The candidate does not provide appropriate peer reviewed or academic sources for the majority of the entries.

APPROACHING COMPETENCE

Not applicable.

COMPETENT

The candidate provides appropriate peer reviewed or academic sources for the majority of the entries.

A4:SUMMARY OF MAIN IDEAS

NOT EVIDENT

The candidate does not provide an original summary of the main ideas of each reference provided.

APPROACHING COMPETENCE

The candidate provides an original summary, with insufficient detail, of the main ideas of each reference provided.

COMPETENT

The candidate provides an original summary, with sufficient detail, of the main ideas of each reference provided.

A5: INTENDED AUDIENCE

NOT EVIDENT

The candidate does not provide a logical discussion of the intended audience for each reference provided.

APPROACHING COMPETENCE

The candidate provides a logical discussion, with insufficient detail, of the intended audience for eachreference provided.

COMPETENT

The candidate provides a logical discussion, with sufficient detail, of the intended audience for each reference provided.

A6: RELEVANCE OF THE TOPIC

NOT EVIDENT

The candidate does not provide a logical explanation of how each source is applicable to the candidate's research for the SCA1 paper.

APPROACHING COMPETENCE

The candidate provides a logical explanation, with insufficient detail, of how each source is applicable to the candidate's research for the SCA1 paper.

COMPETENT

The candidate provides a logical explanation, with sufficient detail, of how each source is applicable to the candidate's research for the SCA1 paper.

A7: RELATION TO GIVEN POINTS

NOT EVIDENT

The candidate does not provide a logical explanation of how each reference relates to 1 of the given points.

APPROACHING COMPETENCE

The candidate provides a logical explanation, with insufficient detail, of how each reference relates to 1 of the given points.

COMPETENT

The candidate provides a logical explanation, with sufficient detail, of how each reference relates to 1 of the given points.

B: APA FORMATTING

NOT EVIDENT

The candidate does not format the annotated bibliography according to APA guidelines.

APPROACHING COMPETENCE

The candidate formats most of the annotated bibliography according to APA guidelines, but there are some ma-

COMPETENT

The candidate accurately formats the annotated bibliography according to APA guidelines, with no readily

jor deviations from APA style.

WEB LINKS

[Cornell University Library](#)

[Purdue University Online Writing Lab](#)

[University of Minnesota Crookston Library](#)