

Literature Review

First Draft and Peer Review Due: Feb. 15

Second Draft and Peer Review Due: Feb. 18

Final Draft Due: Feb. 22

What is the existing Conversation? What is the conversation into which YOU are entering?

The Literature review appears, in one form or another, in most academic articles as a way of showing the ongoing *conversation* around the writer's topic. It is a recurring genre that **explains the research area from your sources' points of view.**

This is where you draw on that theoretical framework that you have been building into your annotations (**connect to the rhetorical situation**). Remember, the **theoretical framework** is the core concepts that a theory uses on which you will build your research (**in this case the Rhetorical Situation**). (**So you will need to cite the Keith Grant-Davie**). **Who/What are the rhetors, audience, constraints, and exigence?**

Since you are drawing on all of these sources, the Literature Review uses many citations in the form of **paraphrases** and **quotes**. It uses **in-text citations** to cite both paraphrases and quotes.

The Literature Review seeks to put forth an objective review of what has been said so far. **This part is not about your analysis**, but seeks to compares and contrasts the different claims, **synthesizing** the arguments that have already taken place. Unlike research you may have conducted previously, the body of the Literature Review is a preamble to research—your argument stays in the background for now and will re-emerge later in the paper. Be careful not to use a Straw Man Fallacy in your paper.

(<https://www.youtube.com/watch?v=cGZkCPo7tC0>).

Accurately represent the points of view of your authors and imagine them having a conversation with each other. What would one author say to another?

This does two things.

1. It establishes your ethos as a member of the discourse community that you are addressing. It tells your audience that you know the issues.
2. By showing the general trends of thought, it creates a gap or “**niche**” for the current writer—you—to make your claim in an area that no one has yet researched, and to establish why your claim needs to be made now.

This gap is important for you to identify because it allows you to say “The research has already addressed these things, but has missed X. My research question therefore is Y and my research will address X.” This shows why your research is important and necessary and establishes your

credibility as a part of the discourse community. **Think back [to Swales' CARS model](#) for this.**

Guidelines: The literature review will probably be around 2-3 pages (before your citation page) if you hit all of the main parts listed above. **Use 12 pt. font, double spaced, Times New Roman, Calibri, or Arial font.** Submit your document as a word document named: Lastname-LitReview-Draft,Peer,Final.

Literature Review Components

Your Literature Review will eventually become the first part of your final research paper. It is composed of:

1. An **introduction** that defines or identifies the general topic, issue, or area of concern, thus providing the context for reviewing the literature. **(Tell me what your theoretical framework is in the introduction).** Think back to John Swales CARS model here → <https://www.umass.edu/writingcenter/creating-research-space>. This is the **exigency** part. Tell me why your topic is important or relevant.
2. A **synthesis** of other people's research on the topic, explaining what is known about it. This is where you use your AB sources, and others you may have since found, to describe the "conversations."
(Remember a synthesis is a *weaving* together of sources to highlight the main points that you want readers to take away). **Connect this part back to your writing studies framework.**
3. A **statement** that **establishes a gap** and provides the transition to your own study and your research questions that will come in the rest

of your paper. This is where you will need to **establish your gap** for your own research, describing what is missing, what is controversial, what is not yet known, or what needs to be resolved in the discussion. Here is where you say, “That is what we know about topic X. What we don’t know is...”

4. Your research question, and how it seeks to address this gap.
5. A Works Cited or References page (depending on whether you have chosen to use MLA or APA) **with in-text citations.**

Conventions

Remember to **think about your audience. You are writing to a discourse community in Writing Studies.** As such, consider the following questions for an audience in Writing Studies:

- a. Who would be interested in your study?
- b. What are the conventions that this discourse community uses?
(**NOTE:** I have been letting the annotations be very reflexive and not asking you to follow standard academic conventions, but I will ask you to try to follow academic conventions for this paper)
- c. What other types of research papers have been published in *Stylus* and what conventions do they use?

For more examples of some of the previous research projects that students have completed, visit Stylus at

<http://writingandrhetoric.cah.ucf.edu/stylus/issues.php>.

Online Citation Resources:

For MLA, go to -> <https://owl.english.purdue.edu/owl/resource/747/01/>

For APA, go to -> <https://owl.english.purdue.edu/owl/resource/560/01/>

This literature review meets the outcomes listed on UCF's ENC 1102 webpage by encouraging you to synthesize sources and understand the intertextual nature of texts (outcome 1). It promotes inquiry-based research that is meaningful to a particular community (outcome 2). It will help you organize your own data to address a real-world exigency (this is the gap) (outcome 3).

Grading:

Criteria	Pts
Follows Assignment instructions	6 pts
Organized as the assignment requires	7 pts
Unity -Focuses on a specific purpose for a defined audience -Clearly Defines a topic leading to your research question -Analyzes and synthesizes evidence around questions throughout the text	11 pts

Criteria	Pts
<p>Development</p> <p>-Provides adequate and relevant supporting information gathered from the critical readings and/or secondary sources -Shows careful research and use of trustworthy sources -Integrates the student's ideas of others to draw conclusions and build arguments -Paraphrases, summarizes, and quotes sources effectively -Documents all sources appropriately in-text and in a reference listing such as Works Cited when quoted, paraphrased, summarized, or otherwise used for information</p>	11 pts
<p>Conventions of Academic Writing</p> <p>-Uses sentence structure, tone, voice, and vocabulary appropriate for academic writing - Has been proofread and edited carefully to reflect Standard English considerations -Is formatted according to MLA, APA, or other standards of the assignment</p>	7 pts
<p>Coherence</p> <p>-Presents effective transitions between paragraphs and between sentences - Uses clear prose including sentence-level such as variation, rhythm, vocabulary, and phrasing</p>	6 pts
<p>Evidence</p> <p>-Develops points thoroughly with specific and concrete (ex: quotes, data, statistics) -Engages with an appropriate number of reliable, college-level support -Integrates evidence from outside sources smoothly and with precise documentation</p>	6 pts
<p>Clarity Accuracy Precision Relevance Depth Breadth Logical progression Seamless Coherence</p>	6 pts
<p>Connections</p> <p>-Makes explicit connections between your sources and puts authors into conversation with each other -Explicitly a "gap" or "niche" in literature</p>	15 pts
Total Points: 75	