

## GUIDED PRACTICE

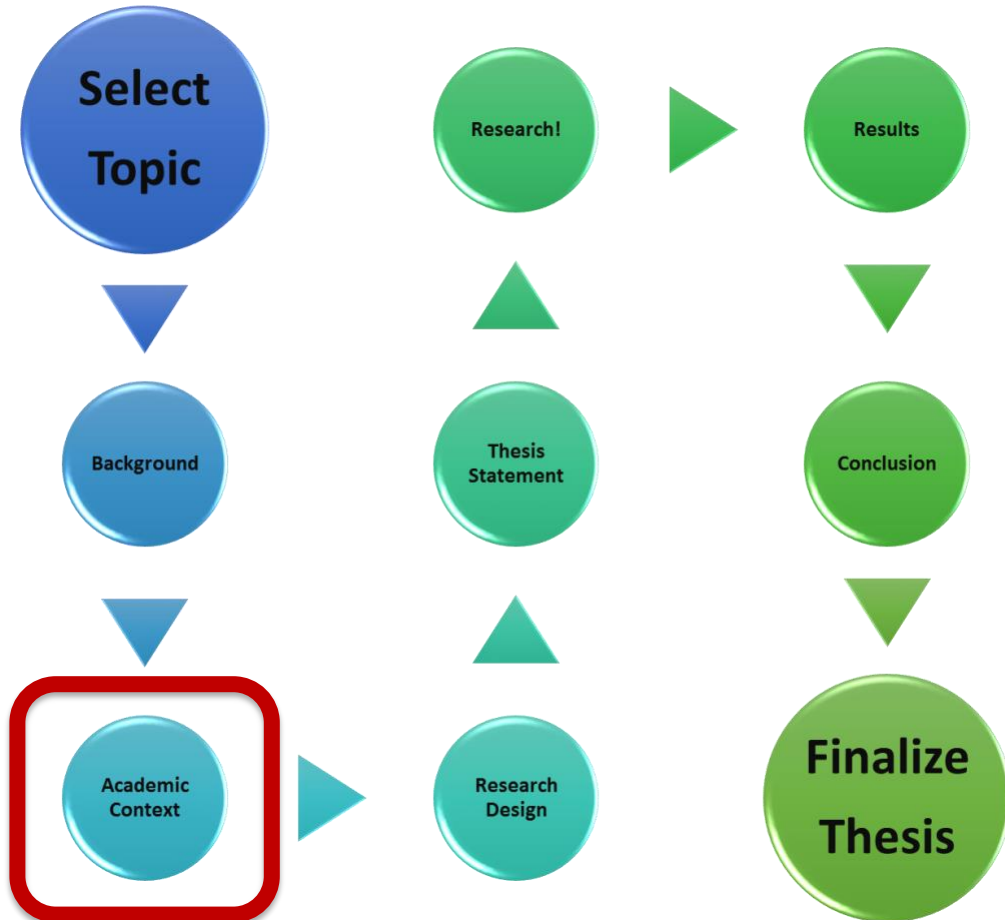
Class: GEOG 4950: Senior Thesis  
Date assigned: Week 4  
Date due: Beginning of class, Week 4  
Time estimate to complete this assignment: 90 minutes

### Overview

A literature review provides the overall conceptual context for the research you're conducting. This lets your reader know where you fit in the grand cocktail party that represents academic discourse: which conversations are you listening to and taking part in, is anyone arguing or disagreeing in those conversations, and are there other conversations nearby that you're also eavesdropping on?

Or – none of the work you're doing occurs in a research vacuum. All of our research is built at least partially on the work that came before us. A lit review is a chance for you to discuss that earlier work – and more importantly, frame it in a way that provides the overarching context for YOUR research moving forward.

### Thesis Process



## Learning Objectives

### Basic objectives

1. Define a literature review.
2. Explain the purpose of a literature review.
3. Identify the types of sources used in literature reviews.

### Advanced objectives

4. Find academic literature appropriate for a literature review for a specific research topic.
5. Annotate literature for a literature review for a specific research topic.
6. Diagram concepts for a literature review for a specific research topic.

## Preparatory Activities and Resources:

Answer the following questions during or after your reading. Do your best to put your answers in your own words – there are many “right” answers to each question, so let me know what YOU think, based on what you read and found.

When complete, please upload your questions on Canvas under the Week 4 Questions assignment link [\[hyperlink the preceding text to the assignment link once live\]](#) (also found on the Week 4 page). This is due no later than 5pm, Week 4 class date.

### *Preparatory Resources:*

- Wang and Park, Chapter 4, pgs. 58-71.
- Lauren Godbolt, Leah Heartfield, and Rabeena Khan, [The Dos and Don'ts of Literature Reviews](#), Prezi presentation, 2015.
- Thesis Whisperer, “[The ghost of the ideal scholar](#),” May 23, 2018.
- Sarah Elaine Eaton, “[What kind of sources to include in your literature review](#),” Feb 27, 2018.

Weekly Questions: Please complete and upload to Canvas by 5pm, Week 4 Class Date.

1. What is a literature review?
2. Why do we write literature reviews?
3. What goes into a literature review?
  - a. What types of sources are used in literature reviews? Give at least 3 examples.
  - b. What pieces of your thesis go into a literature review?
4. What does NOT go into a literature review?
  - a. What types of sources do not go into literature reviews? Give 2-3 examples.
  - b. Give at least 1 example of a piece of your thesis that does not go into a literature review. [This will tie back to your earlier readings...]

## Questions?

Stop by during any of my posted office hours, and/or use the Literature Review thread in the class FAQ. Using the class FAQ, everyone can see the answer – if you have a question, there's a good chance that others are interested in seeing the response, too!

## Flipped IN-CLASS Lesson Plan

Topic or concept: Literature Reviews (GEOG 4950: Senior Thesis)

### Basic objectives for preparatory work:

1. Define a literature review. (Recall/Understand)
2. Explain the purpose of a literature review. (Understand)
3. Identify the types of sources used in literature reviews. (Recall)

### Advanced objectives for classwork & after class work:

4. Find academic literature appropriate for a literature review for a specific research topic. (Apply)  
\*Finding academic literature” librarian session occurs in an earlier lesson.
5. Annotate literature for a literature review for a specific research topic. (Analyze/Synthesize)
6. Diagram concepts for a literature review for a specific research topic. (Evaluate)

	Time planned (150 min)	Activity and rationale	Resources needed
<i>Beginning of class period</i> T/F lit review basics quiz and debrief (LO 1, 3)	10 mins	Individual completion then whole group discussion. Provides accountability and check for understanding.	<ul style="list-style-type: none"> <li>• PPT slide with quiz questions</li> <li>• Paper and pen/cils</li> <li>• Workshopping pen*</li> </ul>
<i>Beginning of class period</i> Why a literature review?	10 mins		<ul style="list-style-type: none"> <li>• Slide with activity instructions</li> </ul>

(LO 2)		Group activity then quick class debrief: make the case for why a literature review must be included with your research. Provides accountability and check for understanding.	<ul style="list-style-type: none"> <li>• Paper and pen/cils and/or laptops/cellphones</li> </ul>
<i>Middle of period</i> Brief review: class research topic	5 mins	Whole class discussion. Refocuses class on the class-wide research topic. Topic will be chosen by the class on the 1 <sup>st</sup> night of the semester.	<ul style="list-style-type: none"> <li>• Slide with class topic “elevator pitch”</li> <li>• Diagram showing current project stage</li> </ul>
<i>Middle of period</i> Finding literature activity (LO 4)	15 mins	Online scavenger hunt (by 3s); whole group crowdsourcing. Each group will be given a different area of focus – but will be allowed to branch out from this area as they find new concepts related to the class research topic. This allows students to practice the initial steps of constructing a lit review with a controlled research topic.	<ul style="list-style-type: none"> <li>• Guided assignment handout (digital)</li> <li>• Access to computers for searches</li> </ul>
<i>Middle of period</i> Annotating literature demonstration (LO 5)	10 mins	Instructor demonstration reviewing the swift-reading techniques of the previous week, applied to an article randomly selected from one table. Review the salient points to focus on in each article.	<ul style="list-style-type: none"> <li>• Sample article from class group</li> <li>• (Pre-selected sample article as backup)</li> </ul>
<i>Middle of period</i> Annotating literature activity (LO 5)	35 mins	Each individual will be responsible for quickly annotating 1-2 articles (20 mins). Teams will then perform peer review on 1 article annotation each (15 mins). Teams will finally check-in their results in the class research project folder on Canvas. This allows students to practice the initial steps of constructing a lit review with a controlled research topic.	<ul style="list-style-type: none"> <li>• Paper and pen/cils and/or laptops/cellphones</li> <li>• Diagram, Wang and Park, pg. 74</li> </ul>

<i>Middle of period</i> Class break	15 mins	<i>Students will be strongly encouraged to leave their tables/desks during this time to stretch and let ideas percolate, rather than working through break.</i>	
<i>Middle of period</i> Diagram literature review concepts activity (LO 6)	25 mins	Teams will diagram the key concepts within their research findings on the/a board (10mins). The whole class will then debrief and work collectively to restructure all of the team diagrams to create a holistic flow for the concepts in the lit review, with instructor facilitation (15 mins). This allows students to practice the initial steps of constructing a lit review with a controlled research topic.	<ul style="list-style-type: none"> <li>• Whiteboard(s)</li> <li>• Whiteboard markers</li> <li>• Cellphone cameras</li> </ul>
<i>End of period</i> Muddiest point FAQ (LO 1-6)	10 mins	One minute paper then class-wide debrief – ensures remaining outstanding misconceptions are addressed for the entire class	<ul style="list-style-type: none"> <li>• Paper and pen/cil</li> </ul>
<i>End of period</i> Start thesis literature review (LO 4-6)	20 mins**	Work individually in-class with peer and instructor support on finding, annotating, and diagramming literature for individual senior thesis. This allows students to practice the initial steps of constructing their own lit reviews with communal support.	<ul style="list-style-type: none"> <li>• Paper and pen/cil</li> <li>• Computers</li> <li>• Whiteboards and markers</li> </ul>

\*Workshopping pen is a course requirement: this is a pen that is not black, not red, and not fluorescent, but will stand out against printed text for draft reviews. Green and blue are preferred, but any pen color that meets the above requirements may be used.

\*\*10 minutes of floating time will be applied to this activity, pending dynamics of the rest of the lesson.

## Flipped AFTER CLASS Work Plan Template

Advanced learning objective	Activity and rationale	Instructions to students
<p>6. Diagram concepts for a literature review for a specific research topic. (Evaluate)</p>	<p>Continuation: Construct the first-pass diagram for senior thesis lit review, based on a minimum of 5 article annotations.</p>	<p>Based on the work you began in class, continue finding and annotating literature based on YOUR research topic, and the key academic conversations taking place around the concepts important to your work. Use the Guiding Questions on pages 79-80 in Wang and Park, and the diagram on pages 73-74, to help you focus and organize your thoughts as you read.</p> <p>Using your findings, create a first-pass diagram for your literature review, based on those key concepts and how the articles you read approached those concepts. You can use the diagram on page 79, the inverted pyramid diagram, or any diagram used in class (or that you feel best represents the flow of your findings).</p> <p>For each concept, use in-text citations (Author, Year) to identify the article(s) that discuss the ideas you diagram. You must reference at least five (5) articles in your lit review diagram.</p> <p>This diagram may be handwritten and scanned/photographed; a whiteboard diagram photo; or diagrammed in a computer program (such as Visio or PowerPoint or...).</p>

		<p>Please submit a copy of your diagram to Canvas by 5pm Wednesday (next class session date).</p> <p>We will discuss your individual diagrams at the beginning of our next class.</p>
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## ADVANCED PRACTICE

This is given for students to complete after the class meeting in which they work together.

Class:	GEOG 4950: Senior Thesis
Date assigned:	Week 4 class meeting
Date due:	Week 5 class meeting
Time estimate to complete this assignment:	3 hours

### Learning Objectives

#### Advanced objectives

4. Find academic literature appropriate for a literature review for a specific research topic.
5. Annotate literature for a literature review for a specific research topic.
6. Diagram concepts for a literature review for a specific research topic.

### Activities & deliverables

Based on the work you began in class, continue finding and annotating literature based on YOUR research topic, and the key academic conversations taking place around the concepts important to your work. Use the Guiding Questions on pages 79-80 in Wang and Park, and the diagram on pages 73-74, to help you focus and organize your thoughts as you read.

- Using your findings, create a first-pass diagram for your literature review, based on those key concepts and how the articles you read approached those concepts. You can use the diagram on page 79, the inverted pyramid diagram, or any diagram used in class (or that you feel best represents the flow of your findings).
- For each concept, use in-text citations (Author, Year) to identify the article(s) that discuss the ideas you diagram. You must reference at least five (5) articles in your lit review diagram.
- Use your current topic as the diagram title.
- This diagram may be handwritten and scanned/photographed; a whiteboard diagram photo; or diagrammed in a computer program (such as Visio or PowerPoint or...).
- Please submit a copy of your diagram to Canvas by **5pm Wednesday (next class session date)**.
- We will discuss your individual diagrams at the beginning of our next class.

### Resources:

- Wang and Park, Chapter 4, pgs. 73-80.
- Belcher, "Reviewing Related Literature," pgs. 141-163 (use the sections most appropriate to your research topic!).
- Sample article used in class with accompanying sample annotation.
- Image of class literature review diagram.

## Questions?

Stop by during any of my posted office hours, and/or use the Literature Review thread in the class FAQ. Using the class FAQ, everyone can see the answer – if you have a question, there's a good chance that others are interested in seeing the response, too!