**Assignment 2/4: Article Summary and Critique**

The purpose of this assignment is for you to *summarize* five articles that you will use to learn about your topic and write your paper; and critique two of those articles in more detail. When you summarize or write about the articles, imagine that you are explaining them to a friend or a family member. THINK BASIC! Put concepts in your own words. Do not copy and paste existing abstracts.

Points: 38 (summary and critiques) + 12 (peer review) = 50 points.

Due Date: Your assignment is due on October 14th by 11:59 pm. You must submit your assignment in two places. First, submit the assignment via the "Research Assignments" button on the left side of the BB navigation menu – this will allow me to grade your assignment. Next, submit your assignment using “file exchange” in your group space. To do this, select the "Group Working Space for Peer Reviews" button on the left side of the BB navigation menu; then find your group number; under tools select file exchange; and then submit your assignment by adding a file. This will allow you to share your assignment for peer review. Your peer review is due by October 20th by 11:59 pm via Blackboard Collaborate. See the syllabus for late rules and other details.

Assignment: At this point you have an idea for your paper – exploring the research is the next step towards writing your final research paper. In this second assignment, you will create a chart that summarizes 5 key research articles that you will use in your paper – and then critique two of those articles in more detail. The articles you summarize must be original research papers, not review or opinion papers. NOTE: this assignment requires that you read every article. List your articles in alphabetical order by the first author’s last name (just as you would in an APA style reference section). Using the sample layout below, describe the sample, design, measures, and conclusions of each study. You do not need to use complete sentences in this chart.

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| --- | --- | --- | --- | --- |
| Author, date; title or title summary | Sample | Research Design and Purpose | Measures | Results and Conclusions |
| Teti et al., 2011; ''I'm a Keep Rising. I'm a Keep Going Forward, Regardless'' : Exploring Black Men's Resilience Amid Challenges and Stressors | 30 African American men in Philadelphia. | This was a qualitative research study to explore men’s resilience. | Semi-structured interviews | Men faced many serious stressors, like racism and poverty. Many men thrived despite these adversities and showed that they were resilient by persevering, learning from their mistakes, creating nurturing environments for themselves, and relying on spirituality. Resilience is more than an individual concept – people need to live in resilient environments to do well. |
| Zinoff et al., 2011; Hip strength and knee pain in high school runners: a prospective study. | 98 running athletes (53 male and 45 female) from 5 high schools | This was a prospective study (study subjects into the future) to determine if hip injuries and strength were related to knee pain | Age, gender, height, weight, year in school, sport (track or cross-country running), running event(s), dominant leg (determined by which leg they kick with), bilateral full leg, upper and lower leg lengths, and hip girdle strengths; knee pain by self-report | Knee pain is very common in high school runners.  Predictors of knee pain development included higher hip abduction strength and abduction-to-adduction strength ratios; a higher hip external-to internal rotation strength ratio protected knees.  Might be an association between the development of pain and a greater baseline hip abduction-to-adduction strength ratio, body weight, or BMI.  Findings contrast other recent findings |

You do not need to include every detail of the study(s). For example, many articles will measure several variables but there are one or two main variables of interest. Similarly, the study may have many results, but what is the main take home point of the study? Although this might seem fairly straightforward, this is a very challenging task. It may take several readings of each article to figure out how to summarize the article succinctly in this chart. Do not under estimate the time you need to complete this assignment. You may certainly include more than 5 articles in this chart; however, you are required a minimum of 5 articles.

Then, you should choose 2 of the articles to critique in more detail. Each critique should be 1 page. In your critique, discuss:

1. Which article you chose and why
2. The article’s strengths (at least 2)
3. Weaknesses (at least 2)
4. How the articles will answer your research question or are relevant to your paper.

Peer Review: The facilitator for assignment 2 (See Facilitator List and Facilitator To-Do List in the Course Overview tab on BB) should contact the group at least one week prior (by end of day, October 13th) to the due date – to help the group choose a discussion time and assign review partners. You should plan to meet for one hour – although your meeting might take less time. *All communication about meeting and group responsibilities should take place in the group discussion board. I will use that information to grade your assignment and your facilitator*. If your facilitator fails to sign in by October 13th, the instructor or TA will facilitate your session. And please note – the instructor or TA may sign in and listen to your group meeting at any time throughout the semester. ☺ The facilitator is responsible running the review discussion.

Each person is responsible for reviewing one other student’s work. Please feel free to comment on all of the assignments – but you will only be graded on one review. Offer your specific thoughts (refer to paragraphs, sentences, and page numbers, etc.) on number 1, below, and at least two more of the following statements or questions:

1. Summarize the assignment – what is the student’s topic? What kind of articles did they summarize and critique?
2. What did the student do well?
3. What did you learn through reading the assignment?
4. What can the student improve about the research articles chosen or the critique?
5. What challenges might the student face when moving forward with this paper? What suggestions to you have to help avoid these challenges?

You can simply deliver these comments verbally; OR if you want to present from notes, put them on a PowerPoint slide and upload them using the “load content” feature. You can ONLY USE POWERPOINT TO DO THIS – THE PROGRAM DOES NOT ACCEPT WORD OR OTHER PROGRAMS.

If your assigned partner fails to hand in an assignment or attend the Collaborate session, choose another assignment to review. If you have a problem with a group member or the facilitator at any point, please contact the instructor ASAP.

**General Grading Rubric for *Topic Presentation and Peer Review***

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| **ASSIGNMENT** | **POINTS** |
| **Presentation** | **38 TOTAL** |
| Was their adequate information in the review summaries? | 10 |
| Were the articles appropriate (not review articles or websites, etc.) | 10 |
| Did the critiques address strengths and weaknesses of the articles chosen? | 8 |
| Did the critiques address the relevance of the articles to the research paper? | 8 |
| Clarity and organization of writing | 2 |
| **Peer review** | **12 TOTAL** |
| Address at least 2 questions/statements | 8 |
| Organized and prepared | 2 |
| Thoughtful and helpful | 2 |
| TOTAL | 50 |