**ComS 222 Review of Literature Assignment**

Purpose: This is a group assignment that facilitates a number of outcomes: you meet some new colleagues; you become somewhat “expert” in an important area of the instructional literature early and quickly. You will do a literature review of literature related to a specific, foundational approach to instruction—lecture, discussion and group activity. You and your group will present your findings and post your literature review for your colleagues’ use as well.

**To survey the literature** over the last decade, first in *Communication Education*,

 then any other relevant journals, on **lecture**, **or discussion or**

 **cooperative/collaborative group activity** as instructional method.

**To assess the nature of the research in the area you have reviewed**

**To determine the role** **that the central communication concepts of “making**

 **meaning” or “constructing knowledge” play in the study of instructional**

 **communication**

You will then present a summary of the work resulting from your effort to achieve the goals above.

**Process:**

The class will be divided into three groups (you will have *some* opportunity to negotiate your assignment).

All three groups will review the relevant literature treating BOTH *traditional face to face* AND *mediated instructional methods* relative to their main topic.

All three groups will examine the methodology of those studies they deem relevant to their review in order to evaluate the degree to which instructional communication scholars pay attention to the central notion of “communication”.

**Product:**

Each group will write an essay summarizing its analysis of the articles reviewed. The essay will include the following:

* An introduction orienting the reader to your group’s focus, your approach—explaining any assumptions you made in determining your collection and method of selection including criteria used to select the essays. Explain your method of analysis, too.
* The body of the analysis will lay out the group’s findings:
	1. *themes* that emerged in the research (if any)
	2. *discussion of and evaluation of research methodology* (relative to **communication** per se; consider especially use of monologic v. dialogic assumptions and approaches; consider the treatment of “meaning-making as a concern of the researchers you read.)
	3. best applications to practice relative to your topic discovered from the analysis (if any).
* The essay will be formal in style and will use APA 6th ed. Style book. The essay will be between 6500 and 8000 words (8-10 pages); references will be included beyond the suggested page guidelines.

**Submit your final essay in an email to me clearly labeling your paper (e.g. “Lecture Lit. Review)” AND give me a hard copy. I’ll post your papers on google drive for you to share.**

**If you haven’t done a literature review before, I recommend that you review:**

[**Rocca, K. A. (2010)**](http://www.csus.edu/indiv/s/stonerm/Rocca-LitRevEngagingStudents.pdf)**. Student participation in the college classroom: An**

 **extended multidisciplinary literature review. *Communication***

 ***Education, 59* (2), 185-213.**

Group members will receive the same grade on the final presentation and essay.

Group member will also have opportunity to privately rate colleagues’ performances. (See rating form below.) I will take grade action only if *two or more*

members make similar negative reports or ratings (*two or more points* away from your own assessment). This is to lessen fear that if someone just doesn’t like you that you can be hurt by that person alone.

**ComS 222 Instructional Communication**

**Literature Review Project**

**Group Feedback Form**

**List group member’s names in alpha order including yours** (so all rosters are comparable for me; rate yourself). One (1) is poor- Five (5) is excellent. Mark the number that best rates your colleague for each criterion.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Group members’ names: |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 |

Was present at meetings (f2f or online) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 |

Was engaged in solving the group’s problems |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 |

Was willing to take responsibility for tasks beyond meeting times |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 |

Overall, contribution to the group’s outcomes |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Comments if needed

**Put your group members names on your paper, last name first, and in alphabetical order. I want all group forms to have same order of names.**

**Turn this to me as a hard copy, individually, on the day the paper is due.**