



MODULE NAME:	MODULE CODE:
INTRODUCTION TO RESEARCH	INRS7311/d/e/f/p/w
INTRODUCTION TO RESEARCH	INRS7321/d/f/p/w

ASSESSMENT TYPE: ASSIGNMENT 1 (PAPER AND MARKING RUBRICS)
TOTAL MARK ALLOCATION: 100 MARKS
TOTAL HOURS: 10 HOURS

By submitting this assignment, you acknowledge that you have read and understood all the rules as per the terms in the registration contract, in particular the assignment and assessment rules in The IIE Assessment Strategy and Policy (IIE009), the intellectual integrity and plagiarism rules in the Intellectual Integrity Policy (IIE023), as well as any rules and regulations published in the student portal.

INSTRUCTIONS:

1. ***No material may be copied from original sources, even if referenced correctly, unless it is a direct quote indicated with quotation marks. No more than 10% of the assignment may consist of direct quotes.***
2. ***Save a copy of your assignment before submitting it.***
3. ***Assignments must be typed unless otherwise specified.***
4. ***All work must be adequately and correctly referenced.***
5. ***Begin each section on a new page.***
6. ***This is an individual assignment.***

Referencing Rubric

Providing evidence based on valid and referenced academic sources is a fundamental educational principle and the cornerstone of high-quality academic work. Hence, The IIE considers it essential to develop the referencing skills of our students in our commitment to achieve high academic standards. Part of achieving these high standards is referencing in a way that is consistent, technically correct and congruent. This is not plagiarism, which is handled differently.

Poor quality formatting in your referencing will result in a penalty of according to the following guidelines a maximum of ten percent being deducted from the overall percentage. Please note, however, that evidence of plagiarism in the form of copied or uncited work (not referenced), absent reference lists, or exceptionally poor referencing, may result in action being taken in accordance with The IIE's Intellectual Integrity Policy (0023).

Markers are required to provide feedback to students by indicating (circling/underlining) the information that best describes the student's work.

Minor technical referencing errors: 5% deduction from the overall percentage. – the student's work contains **five or more errors** listed in the minor errors column in the table below.

Major technical referencing errors: 10% deduction from the overall percentage. – the student's work contains **five or more errors** listed in the major errors column in the table below.

If both minor and major errors are indicated, **then 10% only** (and not 5% or 15%) is deducted from the overall percentage. The examples provided below are not exhaustive but are provided to illustrate the error.

Required: Technically correct referencing style	Minor errors in technical correctness of referencing style Deduct 5% from overall percentage. Example: if the response receives 70%, deduct 5%. The final mark is 65%.	Major errors in technical correctness of referencing style Deduct 10% from the overall percentage. Example: if the response receives 70%, deduct 10%. The final mark is 60%.
<u>Consistency</u> <ul style="list-style-type: none"> The same referencing format has been used for all in-text references and in the bibliography/reference list. 	Minor inconsistencies. <ul style="list-style-type: none"> The referencing style is generally consistent, but there are one or two changes in the format of in-text referencing and/or in the bibliography. For example, page numbers for direct quotes (in-text) have been provided for one source, but not in another instance. Two book chapters (bibliography) have been referenced in the bibliography in two different formats. 	Major inconsistencies. <ul style="list-style-type: none"> Poor and inconsistent referencing style used in-text and/or in the bibliography/ reference list. Multiple formats for the same type of referencing have been used. For example, the format for direct quotes (in-text) and/or book chapters (bibliography/ reference list) is different across multiple instances.
<u>Technical correctness</u> <ul style="list-style-type: none"> Referencing format is technically correct throughout the submission. The correct referencing format for the discipline has been used, i.e., either APA, OR Harvard OR Law Position of the reference: a reference is directly associated with every concept or idea. For example, quotation marks, page numbers, years, etc. are applied correctly, sources in the bibliography/reference list are correctly presented. 	Generally, technically correct with some minor errors. <ul style="list-style-type: none"> The correct referencing format has been consistently used, but there are one or two errors. Concepts and ideas are typically referenced, but a reference is missing from one small section of the work. Position of the references: references are only given at the beginning or end of every paragraph. For example, the student has incorrectly presented direct quotes (in-text) and/or book chapters (bibliography/reference list). 	Technically incorrect. <ul style="list-style-type: none"> The referencing format is incorrect. Concepts and ideas are typically referenced, but a reference is missing from small sections of the work. Position of the references: references are only given at the beginning or end of large sections of work. For example, incorrect author information is provided, no year of publication is provided, quotation marks and/or page numbers for direct quotes missing, page numbers are provided for paraphrased material, the incorrect punctuation is used (in-text); the bibliography/reference list is not in alphabetical order, the incorrect format for a book chapter/journal article is used, information is missing e.g. no place of publication had been provided (bibliography); repeated sources on the reference list.
Congruence between in-text referencing and bibliography/ reference list <ul style="list-style-type: none"> All sources are accurately reflected and are all accurately included in the bibliography/ reference list. 	Generally, congruence between the in-text referencing and the bibliography/ reference list with one or two errors. <ul style="list-style-type: none"> There is largely a match between the sources presented in-text and the bibliography. For example, a source appears in the text, but not in the bibliography/ reference list or vice versa. 	A lack of congruence between the in-text referencing and the bibliography. <ul style="list-style-type: none"> No relationship/several incongruencies between the in-text referencing and the bibliography/reference list. For example, sources are included in-text, but not in the bibliography and vice versa, a link, rather than the actual reference is provided in the bibliography.
In summary: the recording of references is accurate and complete.	In summary, at least 80% of the sources are correctly reflected and included in a reference list.	In summary, at least 60% of the sources are incorrectly reflected and/or not included in reference list.

Assignment Instructions

For this assignment, you will be required to identify a research topic that is relevant to your discipline of study. You will not be able to start the assignment until you understand what we mean by “research” in Introduction to Research, as you have probably understood the concept differently in previous modules and assignments.

You will create a short, catchy title for the proposed research and describe the background and context in which the research would take place. You will need to formulate and present the research problem in such a way that the reader understands why this research is worth doing and why it is a manageable, specific problem that has not been researched before. This will require additional study and extensive reading. Once you have a well-developed research problem, you will describe the relevance of the research and formulate research question/s, explaining what outcomes you expect if you were to conduct the research. A relevant theory will need to be identified, explained and applied to your research problem and you will need to conceptualise the key terms.

A significant part of this assignment concerns the review of previous research, published in reputable journals, related to your topic. In the review, you need to demonstrate your knowledge and understanding of relevant literature as well as your ability to synthesise complex information into a coherent whole. This synthesis will require critical thinking and academic writing skills. By doing a literature review, you clarify how and where the proposed study fits into the debate in the literature.

The reference rubric will be applied. The submission must be submitted through SafeAssign.

NB – *The maximum word count for this assignment is 2400 to 2 600 words. Your **lecturer/tutor will not mark beyond the maximum word count**. For example, if you exceed the 2600-word limit by submitting 2800 words, you will lose all marks allocated to any sections that fall into the 200 words not marked.*

Marks to be awarded are based on the following components:

Components for which marks will be awarded	Marks
Research Title	5
Background	5
Research problem	10
Research questions	5
Hypotheses/ objectives	5
Relevance/ motivation	5
Theoretical foundation	15
Review of previous research	30
Conceptualisation	10
Formatting, coherence and logical flow	5
Spelling, grammar and academic writing	5
In-text references and reference list	Negative marking, as per referencing rubric

Research Title**(Marks: 5)**

Identify a **general** research topic that interests you. Please note that it is imperative that you identify a topic that relates to an aspect or aspects of your discipline area (related to the content of the core modules of your degree). Then narrow down the topic into a **specific, suitable title** for your research. Focus on creating a very small, manageable research issue. Search journals related to your discipline to see the types of research others have done. You can use Google Scholar and the IIE library resources, including Ebscohost, for this purpose. Conduct a search of local university research output, including the IIE Research Space, in terms of theses and dissertations on topics in your discipline. Note how specific many of the titles of these reports are. You will most likely revise and rework your research title as you work through the assignment.

If you continue on with the Research Practice (REPR7312) module in second semester, you will be required to develop a questionnaire, something you may want to keep in mind when identifying the research topic you wish to explore.

Your title is 1 single sentence, approximately 15 words.

Tips

- Refer to Theme 1 in Learning Unit 1 on Learn, to help you understand what is meant by research, and what research is not.
- Review Learn Activity 1.1.2: *Finding a suitable research topic and problem* on Learn.
- Check the section of the prescribed textbook on *Identifying a Research Topic* to assist you in identifying an appropriate research topic.
- Check with your lecturer or tutor if the title is suitable for research before proceeding.

Background**(Marks: 5)**

A background allows you to contextualise your study. By giving the necessary background and context, you allow the reader to understand the nature of your research topic. You should assume the reader has no prior knowledge about the topic or the context in which the research issue exists. Ensure that you use multiple, credible sources and reference this background information.

Tips

- Review introduction sections in journal articles to see how other researchers have described the background to their research.
- Check you have given background on what, where and who you are researching.

Research Problem**(Marks: 10)**

Formulate a research problem based on the research topic you have identified. You can start with a description of the general problem, or the ideal situation. Narrow this down to the specific issue or problem. Once you have indicated what the research problem is, explain why it is a problem and why it needs to be solved. Substantiate your statements with referenced, credible sources. The purpose of the research should be explicitly stated, clearly demarcating the study. You will most likely revise and rework your research problem as you work through the assignment. It is arguably the most important section of a research report.

The following is an example of an actual research problem. Notice how the researcher explains why it is a problem in need of a solution:

Face-saving practices influence the interpersonal interactions of employees in an organisation. However, managers often have a limited understanding of how different cultures use face-saving practices. With the different cultural and ethnic groups represented in South African organisations, a misunderstanding of face-saving practices is a threat to effective interpersonal understanding. Little, if any, research has been conducted on face-saving practices in South African organisations and on how individuals from different cultural backgrounds view socially acceptable behaviour in conflict situations. Saving-face, that is often referred to as 'face-work', is particularly important in high-context cultures, such as most African cultures, and it is the responsibility of employers to ensure that employees for whom face-work is important remains unharmed (Kim & Nam, 1999; Littlejohn & Foss 2008; Phuong-Mai, 2008). The purpose of this study is to gain an in-depth understanding of cultural differences in face-saving practices in an organisational context, with specific reference to how it benefits or impedes effective interpersonal communication.

Tips

- See the section on *Developing a Research Problem and Purpose* from Theme 1 of Learning Unit 2 on Learn.
- Evaluate your research problem using the criteria for a research problem outlined in your textbook. These should not be explicitly stated, but rather implied in your description of the research problem.
- Your wording of the research problem should give an indication as to your research paradigm. See Theme 2 of Learning Unit 1 on Learn for more on paradigms.

Relevance/ motivation**(Marks: 5)**

Convince the reader why your research is worth doing. Explain why the problem should be studied and substantiate with evidence. Indicate the practical value – who could use your results? Describe the academic value of your research – how will you be adding to the body of knowledge? What academic gap will your research be filling? You must also specify how the research links to your degree.

Tips

- You should be answering the “so what” question of your research.
- See how other researchers have demonstrated their research gap and contribution in journal articles relevant to your topic.

Research questions**(Marks: 5)**

State in a single sentence the main question you seek to answer in your research. This should flow directly from the research problem and title. It should provide focus and clarity. A common error is to make the research question too broad and impractical. The way you word your research question should indicate whether your research is quantitative or qualitative.

You may then divide this single question into a maximum of three smaller sub-questions. The sub-questions must relate directly to the main question, staying focused and in scope.

Tips

- Review Theme 1 of Learning Unit 2 on Learn.
- See Activity 2.1.1: *From research problem to research question* on Learn.
- Refer to Chapter 4 of your textbook for more about research questions.

Research hypotheses/objectives**(Marks: 5)**

This section must relate directly to your research question/s formulated in the previous section. If your research is quantitative, you will most likely have hypotheses. If your research is qualitative then you will have objectives. If you're following a mixed method approach, then you will have hypotheses and objectives. The objectives/hypotheses must be clear and specific and assist in the investigation of the research problem, answering the research question.

Tips

- Review Theme 3 of Learning Unit 2 on Learn and Chapter 6 in your textbook for hypotheses.
- For objectives, convert each sub-question to an objective.

Theoretical foundation**(Marks: 15)**

Identify a suitable theory that is related to your research topic. Ensure that it is a significant and well-established theory in the field. You can include more than one theory or model, but at undergraduate level this is not necessary. Fully describe the theory in your own words, based on multiple, credible sources. Then provide a justification for the relevance of the theory to your proposed study. The theory must be clearly and consistently related to the research problem in a coherent discussion. Both the explanation of theory and the justification and application of the theory must be clear and well argued.

Tips

- Look through your textbooks used in modules in your degree related to your topic for suitable theories.
- Review Theme 3 of Learning Unit 1 in Learn.
- See *Activity 1.3.1: Selecting and Evaluating theories* on Learn.
- Refer to Chapter 3 in your textbook.

Review of previous research**(Marks: 30)**

This is the biggest section of your assignment. Consult at least **five** academic resources (preferably peer-reviewed academic journals) on your research topic. It is very important that the literature is from a reputable, academic source. Use the IIE library resources or Google Scholar to find journal articles where other researchers report research they have conducted on your general topic. Thus, the sources must relate to, and be relevant to, your topic and research problem. Ensure that you structure your literature review in a logical manner and that you reference the relevant material correctly. Also, make sure that you engage with the sources critically and only use what is relevant to your own study. You will need to demonstrate your ability to synthesise complex information into a coherent whole. This synthesis will require critical thinking and academic writing skills. The most important part you will be assessed on, is how well you have integrated the literature, meaning that you have to combine the information and present it in a unique way. This means you will need to combine different pieces of literature to form a coherent whole. You will receive marks for your ability to demonstrate independent thinking, to synthesise, to analyse and for your ability to put together a logical argument. This means you cannot simply summarise the literature, nor present each source one by one. By doing a literature review, you clarify how and where your research fits into the debate in the literature.

Tips

- Ask your information specialist for help in using the library resources.
- Review the sections of your textbook related to the Literature Review.
- Review Theme 1 of Learning Unit 3 on Learn.
- See *Activity 3.1.1: Finding literature review sources* on Learn.

Conceptualisation of key terms**(Marks: 10)**

Once you have completed your review of the previous literature, you need to identify and communicate abstract keywords in your study. Develop specific meaning of each concept in your own words based on authoritative sources, so that the reader understands what you mean by these terms. Conceptualisation involves specifying the higher-level constructs (often identified from your title) and their related concepts. The concepts must be relevant to your research problem.

Tips

- Refer to Chapter 9 of your prescribed textbook.
- Review Theme 2 in Learning Unit 3 on Learn.
- See *Activity 3.2.1: Conceptualising key concepts* on Learn.

Formatting coherence and logical flow**(Marks: 5)**

Try to make your assignment as easy to read for your reader as possible. You can do this by using headings and sub-headings, ensuring that each paragraph transitions or flows clearly from one paragraph to the next, that the various sources you are synthesized or combined into a coherent argument, and paraphrasing appropriately.

Spelling grammar and academic tone**(Marks: 5)**

Be sure to use an academic writing register throughout the assignment. This means you should write in a formal tone, avoiding slang, colloquialisms, and contractions. Do your best to avoid spelling, grammar and punctuation errors.

Additional points to noteReferencing:

You need to reference throughout the assignment – this adds credibility to your arguments. Referencing other sources helps build a foundation on which you can build your own argument, so that the reader understands that you have investigated and understand the scope of previous literature on the topic.

Picture your argument as a bridge over a stream, and each reference is a brick used to build that bridge. In order to get the reader to believe in your argument (follow you across the bridge), you need to provide them with as many solid and reputable references (bricks) to build your argument (a solid bridge that can be crossed safely). By the time the reader is finished reading your assignment they should have been provided with a solid foundation of previous literature (a selection of solid and carefully selected bricks) in order to believe enough in your argument to have crossed the bridge with you.

Please compile an accurate reference list of all the sources you have consulted. Referencing is important in research and the standard of referencing extremely high. Your referencing formatting must be accurate. Refer to the IIE referencing guide and ask your information specialist for assistance. Remember that referencing errors will result in a reduction of marks (see referencing rubric at start of assignment)

Presentation requirements and guidelines:

Analyse the assignment instructions before you begin to write. Ensure that you have addressed all the sections asked of you correctly and you have used appropriate headings and sub-headings. Be prepared to draft and redraft sections of your assignment. The paper that you submit should not be the first draft you write. Good academic writing requires that you write several drafts to ensure that there is a logical flow in your writing. Please check your spelling and grammar and use an academic tone, with no superlatives. Keep your writing concise and be mindful of the word count. Marks are awarded for structure and academic writing, as per the rubric.

[TOTAL MARKS: 100]

APPENDIX A – Assignment Marking Rubrics

Markers – Please note that the rubrics below must be used to evaluate the students' responses to the relevant assignment questions. Please clearly indicate the specific mark you allocate for each rubric criterion to show how you reached the question total. Also, please provide constructive feedback to ensure students and moderators can follow your marking logic based on the rubric criteria. The most important point is that many markers across different campuses will be marking. The rubric needs to promote the validity and reliability of their marking practices.

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STUDENT NAME:
STUDENT NUMBER:

Marking Criteria	Does not meet the required standard	Meets the required standard	Partially exceeds the required standard	Greatly exceeds the required standard
RESEARCH TITLE	<ul style="list-style-type: none"> The title gives little information about the study; The title is either too short or too wordy; The title reflects a study that is too ambitious or too broad for an undergraduate study. 	<ul style="list-style-type: none"> The title is clear and relevant to discipline area under study but needs to be narrowed down more; The title adequately describes the study, giving the reader insight into what to expect; The title has the potential to reflect the study accurately. 	<ul style="list-style-type: none"> The title is clear, researchable and relevant to discipline area under study; The title reflects a study that is suitable in scope for an undergraduate study; The key components of the research study are clear; The title describes the study, including the research processes in a clear and concise manner. 	In addition: <ul style="list-style-type: none"> The title is insightful in relation to the discipline area under study; Keywords, emphasis, and impact are clear; The title is catchy and readily gains the reader's interest.
	0-2	3	4	5

BACKGROUND	<ul style="list-style-type: none"> Background information is either missing or poorly described; No credible resources have been used to provide context of study; Inadequate detail as to why the research problem was identified. 	<ul style="list-style-type: none"> Background information is provided but a little unclear, leaving reader unsure as to why the issue/concern should be studied; Context is clearly aligned to a discipline area; Resources limited to only one or two sources, and they lack integration or alignment between sources. 	<ul style="list-style-type: none"> Provides the reader with the essential context needed to understand the research problem and its significance; Context is clearly aligned to a discipline area; Details pertaining to the issue are provided, but are not well substantiated. Resources limited to only one or two sources and there is some integration or alignment between sources. 	<p>In addition:</p> <ul style="list-style-type: none"> Details pertaining to the issue are well substantiated; Multiple sources provide a holistic and in depth understanding of the context; Demonstrates a clear grasp of key issues and concepts underpinning the overall study.
	0-2	3	4	5
RESEARCH PROBLEM	<ul style="list-style-type: none"> Research problem is either missing, or the explanation thereof is so vague that the reader is left confused or with a poor understanding of the research to be undertaken; An attempt at outlining a research problem is somewhat evident however the reader is left in doubt as to what the problem actually is; There is an explanation of what the problem is, or why it is a problem or why it needs to be solved, but not all three; The research problem criteria have not been taken into consideration (pg. 66 of prescribed text) or have been explicitly stated instead of 	<ul style="list-style-type: none"> Good attempt at outlining the research problem, however, more clarity is needed; There is an explanation of what the problem is, or why it is a problem or why it needs to be solved, but not all three; Only two to three of the research criteria for a research problem (pg. 66 of prescribed text) have been taken into consideration when presenting the problem; There is an attempt at substantiating the research problem; No clear purpose statement and/or it does not flow logically out of the research problem; There is evidence that the research paradigm has been 	<ul style="list-style-type: none"> The research problem is clearly outlined; The reader is left in no doubt of the research problem; There is an explanation of what the problem is, why it is a problem and why it needs to be solved; Three to four of the research criteria have been taken into consideration when presenting the problem (pg. 66 of prescribed text); A strong argument for the research problem is made, substantiated through credible sources; A clear purpose statement is provided It is evident the research paradigm has been considered in the identification of the research problem. 	<p>In addition:</p> <ul style="list-style-type: none"> Argumentation flows well The research problem alludes to the research paradigm, methodology and research questions; The research purpose is explicitly and clearly detailed, leaving the reader in no doubt as to what, how and why of the study.

	<p>implied in the wording of the problem;</p> <ul style="list-style-type: none"> There is little to no evidence that the research paradigm has been taken into consideration. 	considered in the research problem.		
	0-4	5-6	7-8	9-10
RELEVANCE/ MOTIVATION	<ul style="list-style-type: none"> The relevance of the study does not answer the question 'why should this research be undertaken?'; The relevance of the study attempts to justify the necessity of the study, but the justification is poorly argued; The relevance of the research study is not clear and/ or is ambiguous. 	<ul style="list-style-type: none"> The relevance of the study justifies the necessity of the study, and the justification could use improvement; There is evidence of the practical relevance, or academic gap, or a link to student's discipline, but not all three. 	<ul style="list-style-type: none"> The relevance of the study justifies the necessity of the study, and the justification has been well argued; There is evidence of the practical relevance, and academic gap, and link to student's degree. 	<p>In addition:</p> <ul style="list-style-type: none"> There is evidence of understanding about who and how the research could be used; There is a balance in depth of discussion about the practical and academic relevance; The argumentation flows logically and is clearly congruent with the research problem.
	0-2	3	4	5

RESEARCH QUESTIONS	<ul style="list-style-type: none"> Research questions are not phrased as questions, or the questions suppose the answers, or the questions are not feasible or ethical in nature; or the questions are too broad or too complex; Research questions are not linked to the research problem; Reader has no discernible way of knowing if the research is qualitative or quantitative. 	<ul style="list-style-type: none"> Research questions align with research problem but are too vague; Research questions are phrased as questions and do not suppose answers; The questions are somewhat feasible and ethical in nature, but wording could be improved upon; Reader is able to determine from the questions if the research is qualitative or quantitative in nature. 	<ul style="list-style-type: none"> Research questions are clearly linked to the research problem; Research questions are phrased as questions and do not suppose answers; The questions are clear, neither too broad or narrow and seem ethical in nature. 	<p>In addition:</p> <ul style="list-style-type: none"> The questions are interesting, clear and concise; The questions are ethical, feasible and provides focus for the research.
	0-2	3	4	5
HYPOTHESES/ OBJECTIVES	<ul style="list-style-type: none"> The objectives are not written as objectives, or the hypotheses are missing the alternate or null hypothesis; Hypotheses/objectives are vague or poorly worded or reflect an undefined scope; The objectives/ hypotheses do not align with the research methodology; (e.g., hypothesis for qualitative study) The objectives/ hypotheses will not support the investigation of the research problem or purpose The objectives/ hypotheses do not align with the research question/s. 	<ul style="list-style-type: none"> Hypothesis/ objectives are provided as per research question, but wording could be improved upon; Hypotheses/objectives are comprehensible but can be demarcated further to refine the scope; Better alignment needed with the research problem and questions; The objectives/hypotheses align with the research methodology. 	<ul style="list-style-type: none"> Hypotheses/ objectives are provided as per the research question and are clear and will lead to investigation of the research problem/ issue; Hypotheses/objectives are appropriately formulated and well-aligned with the problem statement within a definitive scope. 	<p>In addition:</p> <ul style="list-style-type: none"> The hypothesis/ objectives are sharp, specific, clear and concise, feasible and ethical in nature
	0-2	3	4	5

THEORETICAL FOUNDATION	<ul style="list-style-type: none"> The theory chosen is unsuitable or is not a theory; There is little evidence to suggest that the theory is understood; The explanation of the theory is poor or confusing; Justification of theory is poorly explained or missing; The theory does not relate to the research problem. 	<ul style="list-style-type: none"> A suitable theory has been identified; Explanation of theory is provided, and justification of the use of theory for the suggested research is provided, but the explanations are not clear or could use additional work. 	<ul style="list-style-type: none"> The theory identified is suitable and related to the research problem; The explanation of theory and the justification of the theory are clear and well argued. 	<p>In addition:</p> <ul style="list-style-type: none"> There is a clear and coherent discussion of how the theory is integral to the research; The explanation and justification of the theory are integrated into one discussion.
	0-6	7-10	11-12	13-15
REVIEW OF PREVIOUS RESEARCH	<ul style="list-style-type: none"> Relevant or credible sources of academic literature are either not evident or very poorly explained; Literature identified are not from quality/valid academic sources and/or are irrelevant; Less than five relevant and credible sources of academic literature and previous research studies identified and described; The ability to synthesise and logically and coherently and critically describe and apply previous literature is not evident; There is no coherent structure and organisation of the literature; The literature has just been summarised but not integrated; No attempt at positioning the research to identify the academic gap. 	<ul style="list-style-type: none"> Minimum of five relevant and credible sources of academic literature and previous research studies identified from quality/valid academic sources; Application of the previous literature to the research topic is evident; Coherent structure and organisation of the literature; A good attempt at integrating and synthesizing the literature has been made, i.e., the review is not just a summary of each source; The literature is reported in a manner that lacks depth and/or logical flow. 	<ul style="list-style-type: none"> The review has sufficient depth of critical analysis; The construction of a solid argument is evident; Independent thinking demonstrated through synthesis and integration of the literature; The research problem is well positioned within the review and the academic gap well outlined; Argumentation flows logically and is substantiated with references. 	<p>In addition:</p> <ul style="list-style-type: none"> The review indicates a deep understanding of the purpose of the literature review; Topic or research problem clearly situated in broader scholarly literature; The sources selected are relatively recent, well cited articles from peer-reviewed sources; The ability to synthesise and logically discuss and present previous literature is demonstrated throughout the review.
	0-14	15-20	21-24	25-30

CONCEPTUALISATION OF KEY TERMS	<ul style="list-style-type: none"> It is evident that there is poor understanding of conceptualisation; Key concepts not accurately identified or are poorly explained or are not relevant to the research problem and question; Lacks referencing. 	<ul style="list-style-type: none"> Most key concepts were identified, and definitions are relatively clear; There is some attempt to contextualise them within the research framework; Some authoritative sources were used. 	<ul style="list-style-type: none"> Key constructs and concepts have been identified and a concise definition is provided; Good attempt at contextualising concepts within the research framework; Authoritative sources were used for all concepts. 	In addition: <ul style="list-style-type: none"> Sources have been combined to conceptualise and operationalise key concepts.
	0-4	5-6	7-8	9-10
FORMATTING, COHERENCE AND LOGICAL FLOW	<ul style="list-style-type: none"> No, or too few headings and sub-headings used; No logical structure; Content jumps from one section to another with no transitions. Poor structure and no logical flow; Poor paraphrasing and/or overuse of direct quotes. 	<ul style="list-style-type: none"> There is a semblance of a structure with headings but still needs work; Minimal attempts at transitioning from one paragraph/ section to the next; Good paraphrasing. 	<ul style="list-style-type: none"> Headings and sub-headings are provided; Some attempts at transitioning from one paragraph/ section to the next; Good paraphrasing with minimal direct quotes. 	<ul style="list-style-type: none"> Headings and sub-headings are provided; Good attempt at transitioning from one paragraph/ section to the next; Good structure and logical flow maintained throughout the entire document. Very good paraphrasing and synthesis.
	0-2	3	4	5

SPELLING, GRAMMAR AND ACADEMIC TONE	<ul style="list-style-type: none"> Multiple grammar, spelling and punctuation errors; More than one error in a paragraph and on each page; Document shows a lack of preparation, editing and proofreading; Language used is too informal, inconsistent or is inappropriate for academic writing (e.g., slang, colloquial, first person etc.). 	<ul style="list-style-type: none"> Minor spelling, grammar and punctuation errors, no more than ten throughout the document; Language used is mostly appropriate for academic writing but there is room for improvement; Some evidence of editing and proofreading; A little bit verbose, with long sentences, could be more concise. 	<ul style="list-style-type: none"> Minor spelling, grammar or punctuation errors, no more than five throughout the document; Language used is formal, consistent and appropriate for academic writing. 	<ul style="list-style-type: none"> No spelling, grammar and punctuation errors; Easy to read, fluent and appropriate academic style; Academic writing and register are consistently applied throughout the text; Language used is appropriate with a consistent voice; Concise writing avoiding unnecessary verbosity.
	0-2	3	4	5

	Total	_____/100
Deduction of marks for referencing errors		%
	Final Total	%