“[A Comparison of the Effectiveness of Face-to-Face, Online and Hybrid Formats in a Principles of Macroeconomics Course](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=1412388)” by Tammy Parker and Paul Nelson

1. When was the information published or last updated? The article was last updated on June 1st, 2009. This is evident from the SSRN page that it is linked to.
2. Is the source current enough for my topic? (Note: not all research projects require the most up-to-date information) While not the most recent source, it still has relevant data. Given that online vs. in-person learning remains an ongoing topic of study, the foundational data and insights from this experiment will still contribute value to my research.
3. Does the information relate to my topic? Absolutely, it does. I know that they focus on a macroeconomics course instead of a writing course, but the article directly compares learning outcomes across in-person, hybrid, and online modalities. This is exactly the kind of data that informs modality-based analysis in education.
4. Does the source fulfill the source type requirements (popular vs. scholarly, primary vs. secondary) for my assignment? Yes, this is a scholarly, secondary source that presents both statistical analysis and empirical research.
5. Is the author/creator qualified to write on this topic? Yes, both authors are professors at the University of Louisiana, and they both hold PhDs.
6. Is the publisher/sponsor reputable? Due to the paper being hosted on the Social Science Research Network, a site widely used by researchers and professionals, I can say that the publisher is reputable.
7. Is the information correct and reliable? Yes, the study uses controlled conditions such as using the same instructor, course materials, and pre- and post-testing across all modalities. They also used statistical methods like OLS regression to find results.
8. Does the author/creator provide references to sources? Yes, the article includes a list of references to peer-reviewed studies.
9. What is the purpose of the information (to inform, sell, persuade, entertain)? To inform and present research findings about differences in student performance based on course modality.
10. Is the information unbiased? Yes, the authors acknowledge the limitations of their own study, such as the non-random self-selection of students, and present both pros and cons of each modality. They avoided advocating for one modality over the other.

“[Something Gained: The Role of Online Studios in a Hybrid First-Year Writing Course](https://wac.colostate.edu/docs/books/studio/chapter11.pdf)” by Mary Gray

1. When was the information published or last updated? The chapter was published in 2018.
2. Is the source current enough for my topic? (Note: not all research projects require the most up-to-date information) Yes, the source is recent enough to speak directly to ongoing trends in online and hybrid writing instruction.
3. Does the information relate to my topic? Yes, the chapter directly examines how online and hybrid modalities affect key learning outcomes in first-year writing, which explicitly pertains to my research.
4. Does the source fulfill the source type requirements (popular vs. scholarly, primary vs. secondary) for my assignment? Yes, this is a scholarly source written by a university professor and published in an edited academic collection.
5. Is the author/creator qualified to write on this topic? Yes, Mary Gray is a visiting assistant professor at the University of Houston. She has directly coordinated hybrid first-year writing instruction, making her very qualified to write on this topic.
6. Is the publisher/sponsor reputable? Yes, this article is published by the WAC Clearinghouse and the University Press of Colorado. Both of these are very well respected in the field of writing studies.
7. Is the information correct and reliable? Yes, the information that can be found in the article has detailed descriptions of pedagogical strategies, theoretical frameworks, and quantitative survey results from a university program.
8. Does the author/creator provide references to sources? Yes, the article includes a works cited list that references scholars like Bruffee, Tinto, and the NCTE.
9. What is the purpose of the information (to inform, sell, persuade, entertain)? The purpose is to inform and report research on implementing online writing studios in hybrid first-year writing courses.
10. Is the information unbiased? Yes, Gray presents a balanced view. She reports positive outcomes from the hybrid model, but also acknowledges student frustrations and technology access concerns.

“[Minimizing the Distance in Online Writing Courses through Student Engagement](https://www.owicommunity.org/uploads/5/2/3/5/52350423/tetyc0442reviewessay__1_.pdf)” by Jason Dockter and Jessie Borgman

1. When was the information published or last updated? The article was published in December 2016.
2. Is the source current enough for my topic? (Note: not all research projects require the most up-to-date information) Even though the article is from 2016, the insight it provides remains relevant because the issues of online writing instruction and student engagement are ongoing, especially post-COVID.
3. Does the information relate to my topic? Yes, the article makes a direct connection to my research question by discussing the challenges of online learning environments and strategies to enhance rhetorical connection.
4. Does the source fulfill the source type requirements (popular vs. scholarly, primary vs. secondary) for my assignment? Yes, it is a peer-reviewed scholarly article.
5. Is the author/creator qualified to write on this topic? Yes, the authors are qualified. Jason Dockter holds a PhD in English Studies, and Jessie Borgman has taught online since 2009. Borgman is also a published scholar in online writing instruction.
6. Is the publisher/sponsor reputable? Yes, the article is published by the National Council of Teachers of English, which is a respected organization in composition and rhetoric studies.
7. Is the information correct and reliable? Yes, the article cites reputable sources, such as research from online writing instruction scholars like Scott Warnock.
8. Does the author/creator provide references to sources? Yes, the article includes a works cited section that cites both scholarly literature and policy documents such as the CCCC OWI position statement.
9. What is the purpose of the information (to inform, sell, persuade, entertain)? The purpose is to inform and support online writing instructors. The authors do this by evaluating media tools and best practices for teaching writing online.
10. Is the information unbiased? Yes, the article advocates for best practices in online writing instruction, but also acknowledges accessibility challenges and the need for digital equity.

“[The 2021 State of the Art of OWI Report](https://cccc.ncte.org/wp-content/uploads/2022/05/2021SoAFullReport.pdf)” by the CCCC Standing Group for Best Practice in Online Writing Instruction

1. When was the information published or last updated? It was last updated in December of 2021.
2. Is the source current enough for my topic? (Note: not all research projects require the most up-to-date information) Yes, the report is very recent and reflects post-COVID trends in online education and writing instruction.
3. Does the information relate to my topic? Yes, and directly so. The report focuses on both the best practices of online writing instruction as well as the challenges that go with it.
4. Does the source fulfill the source type requirements (popular vs. scholarly, primary vs. secondary) for my assignment? Yes. The article is a scholarly committee report produced by the CCCC and qualifies as a secondary source summarizing research and professional consensus.
5. Is the author/creator qualified to write on this topic? Yes, the authors are recognized leaders and researchers in both composition and online writing instruction. Many of them have published extensively in the field.
6. Is the publisher/sponsor reputable? Yes, the CCCC is one of the most respected organizations in the field of rhetoric studies.
7. Is the information correct and reliable? Yes, the report references recent research, national standards, and feedback from online writing instruction practitioners.
8. Does the author/creator provide references to sources? Yes, the authors include citations and references to both peer-reviewed articles and professional frameworks such as the online writing instruction principles.
9. What is the purpose of the information (to inform, sell, persuade, entertain)? The purpose of the article is to inform instructors, administrators, and researchers about improving online writing instruction practices.
10. Is the information unbiased? Yes. Even though it makes recommendations and emphasizes certain approaches, the report presents a balanced view of challenges and successes.