

A Step-by-Step Guide **TO**
**WRITING A LITERATURE
REVIEW FOR DOCTORAL
RESEARCH**



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A Step-by-Step Guide to Writing a Literature Review for Doctoral Research

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Overview of Textbook Features

This book is designed to instruct the novice researcher through the process of writing a literature review. This step-by-step approach brings clarity to an abstract concept by providing a concrete list of steps to follow from commencement to culmination of writing a literature review of the current scholarly sources. This book begins by defining a literature review and the purposes for conducting a review of the scholarly literature. The steps for writing a literature review are delineated followed by best approaches for locating scholarly sources to include in a literature review. The differences between paraphrasing, summarizing, and synthesizing are clearly defined. The novice researcher will learn how to organize the wealth of information collected and write an outline to guide thought processes. Additionally, how to choose a theoretical framework to guide the research process will be clearly communicated. Following the theoretical framework, the novice researcher will learn to write the related literature section for their proposed research.

The audience for this book includes graduate and doctoral students in education, humanities, and the social sciences. This book is intended for use in courses where students learn to write a literature review for a capstone project, thesis, or dissertation based on the current scholarly literature. This book might also be helpful to professionals who are writing a literature review for publication, a conference presentation, or a grant proposal.

Example literature reviews are provided at the end of the book as concrete examples of the concepts taught in this book. Checklists are provided to ensure that all components of the literature review within the theoretical framework and related literature sections are accurate. Videos are provided to emphasize concepts taught within each chapter. Additionally, quiz questions are provided for institutions to use to assess learning.

Chapters include:

Chapter 1: What Is a Literature Review?

Chapter 2: Steps for Writing a Literature Review

Chapter 3: How to Locate and Identify Scholarly Sources

Chapter 4: Paraphrasing, Summarizing, and Synthesizing

Chapter 5: How to Synthesize Related Literature

Chapter 6: How to Write an Outline

Chapter 7: How to Write a Theoretical Review

Chapter 8: How to Write a Related Literature Section to Identify/Narrow a Gap

Chapter 9: Example Outline and Literature Review to Narrow a Gap in the Literature

Chapter 10: How to Write a Related Literature Section to Solve a Problem

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What Is a Literature Review?



Chapter Outline

Introduction

Types of Literature Reviews

Purposes for Conducting a Review of the Scholarly Literature

Contents of a Literature Review

Conclusion

Chapter Highlights

Objectives

By the end of this chapter, the reader will be able to:

- Define a literature review
- Describe the types of literature reviews
- Describe purposes for conducting a review of the scholarly literature
- Explain the reasons for composing a literature review
- List the basic contents of a literature review

Key Terms

- Composing a literature review
- Conducting a literature review
- Embedded literature review
- Integrative literature
- Research background literature review
- Systematic literature review
- Traditional narrative review

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Introduction

Writing a review of the current scholarly literature requires time and skill. A literature review should be approached strategically to ensure a high-quality review of the current scholarly literature that includes an analysis and synthesis of known research, knowledge, and thinking that precedes the proposed research. The literature review provides the context for research. To compose a quality literature review, hundreds or even thousands of peer-reviewed scholarly journal articles may need to be read and analyzed. The end result is a literature review that includes a theoretical framework and a related literature, or narrative review, of the scholarly literature. This review should include a variety of studies including qualitative, quantitative, action, and applied research studies. These studies must be reviewed, and the presented information must include a critical summary of theories used to explain the research and an analysis and synthesis of the relevant research. The review must also present a cohesive understanding of the current state of the knowledge based on the research topic or problem for the proposed research study (Efron & Ravid, 2018).

The literature review is often the longest portion of a research project. In most cases, it ranges from 20 to 150 pages, but it may be longer. The literature review is not simply a study-by-study summary; rather, it is a synthesis of a selection of relevant literature that covers a specific topic and related research studies. As you read the literature, you must categorize the information relevant to your topic into major themes that you will later present using headings arranged in a logical order. The literature review communicates what has been examined on the topic, what empirical studies have been conducted, and what information or solutions have been established in the recent past to address the topic. This chapter defines and describes a literature review in regard to the current scholarly literature for the purpose of writing a literature review for a dissertation, capstone project, or thesis.

Types of Literature Reviews

Literature reviews may be defined in a variety of ways and written for a variety of reasons. One type of literature review is a research background literature review. This type of literature review is often expected of doctoral students. According to Harris (2019), the purpose of a **research background literature review** is to explain the reasons for a specific research project, such as a dissertation, and to provide the background for a research study by discussing the rationale for the development of the research questions.

Another type of literature review is called a **systematic literature review**; this type of literature review identifies, selects, and critically analyzes research to answer a research question or questions (Dewy & Drahota, 2016). The systematic review follows a system of clearly defined protocol before the review is conducted. The

review identifies the type of information searched and includes the search terms and strategies used to locate scholarly sources.

A **traditional narrative review** is defined as a review that “surveys the state of knowledge in a specific subject area and offers a comprehensive background for understanding a particular topic. It critically summarizes theories, examines studies, and investigates methods used in existing research” (Efron & Ravid, 2018, p. 21). It is arguably the most common type of literature review composed by research students in education and the social sciences.

An **integrative literature** review generates new knowledge about a topic or problem reviewed in the scholarly literature. This process requires the researcher to review, critique, and synthesize literature on a topic that compels new frameworks and perspectives on the topic to be generated. Integrative literature reviews are used to review new, emerging topics that generate a rapidly growing body of literature during a specific time and may include contradictions between the literature and observations about the topic or problem not found in the literature. Thus, integrative literature reviews provide a new perspective to resolve inconsistencies in the literature (Torraco, 2016).

An embedded literature review is an integral part of a research study and provides the context for the research topic. The **embedded literature review** provides a direct correlation between the scholarly literature and the problem studied, and it has implications for future research (Efron & Ravid, 2018).

The literature reviews discussed in this book are a combination of the types of literature reviews described earlier. The book addresses three main reasons for conducting a literature review: to narrow a gap in the literature, to solve a problem, and to improve a practice.

Reasons to Conduct a Review of the Scholarly Literature

1. Narrow a gap in the literature
2. Solve a problem
3. Improve a practice

For the purposes of this book, the three purposes noted previously will be color coded to allow readers to easily identify and locate the information regarding the purpose for their literature review. **Purple** will be used for information regarding **narrowing a gap**. **Red** will be used for information regarding **solving a problem**, and **green** will be used for information related to **improving a practice**.

The previously mentioned approaches to writing a literature review allow for a variety of data collection and analysis approaches (qualitative, quantitative, applied, action, mixed methods, etc.); thus, they allow for a variety of research topics. For the purposes of this book, a research background literature review model will be utilized because this approach addresses the requirements of doctoral-level research studies, including capstone projects, theses, and dissertations. According to Harris (2019), the purpose of the research background literature review is to explain the reasoning behind a specific research project. With this textbook as a guide, the reader can create a comprehensive review of the scholarly literature that contributes valuable insights into the topic of the research to narrow a gap in the literature, solve a problem, or improve a practice.

Purposes for Conducting a Review of the Scholarly Literature

There are multiple reasons to conduct a review of the scholarly literature and to compose a literature review. Some of the reasons one conducts and composes a literature review include the following: to **narrow a gap in the literature**, to **solve a problem**, to **improve a practice**, and, in general, to become more informed regarding your research topic.

Narrow a Gap in Existing Literature

The literature review gives the writer the opportunity to convince the reader that the proposed research topic requires further investigation. For this type of literature review, the researcher conducts a review of the scholarly literature regarding the phenomenon being researched. Your literature review should convince the reader that the research needs to be conducted. Researchers need to identify a gap in the literature, and this needs to be based on researchers calling for additional research on a specific phenomenon, topic, variable, or construct. This gap in the literature could also be because there is no existing literature on the topic. However, the researcher must exercise caution if no literature is found, as this may indicate that the topic is irrelevant. To narrow the gap means to add to the existing body of scholarly knowledge by publishing your research; however, to *fill* a gap indicates that the gap is filled by the publication of your research, which is not likely the case. For the purpose of this book, you will describe your work as identifying a gap in the literature. Following your research, if you publish your research in a scholarly journal, then you will have narrowed the gap in the literature. For the narrative review, you will identify a gap, but you will *not* narrow the gap or fill the gap; it is your research that will narrow the gap in the literature if you publish in the scholarly literature.

Solve a Problem

A second reason to conduct a narrative review of the scholarly literature is to investigate the current state of the scholarly literature to determine prior solutions regarding how to solve a specific problem. For example, if the problem that you seek to solve is a lack of teacher retention, then you would read as many articles as necessary to exhaust the possible solutions revealed in the scholarly literature regarding how to retain teachers. The intent of the literature review is to use the empirical evidence to make recommendations to solve the problem (along with the data collection and analysis). Your literature review presents the current state of the literature with the intent of solving a problem. You may discover new findings that support past research, or you may discover new information that refutes past claims as you conduct a review of the scholarly literature.

Improve a Practice

A third reason to conduct a narrative review of the scholarly literature is to investigate the current state of the scholarly literature to determine how to improve a practice. Much like a literature review to solve a problem, this type of literature review is created with the intention of improving a specific practice. For example, if the practice that you seek to improve is co-teaching, then you would read as many articles as necessary to exhaust the implications revealed in the scholarly literature regarding co-teaching practices. The intent of the literature review is to use the empirical evidence to make recommendations to improve co-teaching (along with the data collection and analysis). Like solving a problem, you may discover new findings that support past research, or you may discover new information that refutes past claims as you conduct a review of the scholarly literature.

To Become More Informed Regarding Your Research Topic

Conducting a literature review is your opportunity to make yourself more knowledgeable about your research topic. You will conduct a review of the scholarly literature to become the expert on the topic. You may do so for multiple reasons, such as the following:

- To identify a gap in the literature
- To further your understanding of the phenomenon, topic, variable, or construct
- To present evidence to justify further exploration of your topic
- To help answer the research question(s) for your study
- To investigate possible solutions to a specific problem

- To improve a specific practice

It is important to make a distinction between conducting a literature review and composing a literature review. **Conducting a literature review** involves locating the scholarly literature, reading it, and then analyzing it. This may be done using the individual scholarly works template (see Appendix A). **Composing a literature review** involves synthesizing the abundant individual scholarly works that you read into a cohesive narrative and theoretical literature review where your voice, as the researcher, may be heard. This may be done by using the comparative scholarly works template (see Appendix B).

According to Efron and Ravid (2018), “a systematic examination of the scholarly literature about one’s topic ... critically analyzes, evaluates, and synthesizes research findings, theories, and practices by scholars and researchers that are related to an area of focus” (p. 2). Once this is done, the information is written as a comprehensive analysis of the literature and presents the writer as the expert on the topic.

Contents of a Literature Review

Two main features of writing literature reviews include (a) establishing theoretical perspectives and (b) synthesizing critical engagement in the field. A simple literature review can be outlined as follows:

Literature Review

- A. Overview
- B. Theoretical Framework
- C. Related Literature (or Narrative Review)
- D. Summary

This outline will eventually result in a written synthesis of the scholarly literature in 20 to 150 pages (or more). The most important step in writing a literature review is arguably writing an outline. Details for this first step are presented in Chapter 6 of this book. Following the outline chapter is information regarding how to compose a theoretical framework, related literature, and summary for your literature review.

Conclusion

Creating well-written literature review takes time and effort. It is likely that you will read hundreds or thousands of scholarly publications before completing a thorough review of the literature. The type of literature review that will be explained in this textbook is a research background literature review that is intended to instruct researchers in writing a capstone project, thesis, or dissertation. It is important to understand the purpose for your literature review and to determine the reason you will compose a literature review. Finally, the outline is written to begin the process of writing a literature review.

Chapter Highlights

A literature review should be approached strategically to ensure a high-quality review of the current scholarly literature that includes an analysis and synthesis of known research, knowledge, and thinking that precedes the proposed research.

The literature review provides the context for research.

To compose a quality literature review, hundreds, or even thousands, of peer-reviewed scholarly journal articles may need to be read and analyzed.

The literature review is often the longest portion of a research project. In most cases, it ranges from 20 to 150 pages, but it may be longer.

The literature review is not simply a study-by-study summary; rather, it is a synthesis of a selection of relevant literature that covers a specific topic and related research studies.

The literature review communicates what aspects of the topic have been examined, what empirical studies have been conducted, and what information or solutions have been established in the recent past to address the topic.

According to Harris (2019), the purpose of a **research background literature review** is to explain the reasons for a specific research project, such as a dissertation, and to provide the background for a research study by discussing the rationale for the development of the research questions.

A **systematic literature review** identifies, selects, and critically analyzes research to answer a research question or questions (Dewy & Drahota, 2016).

A **traditional narrative review** is defined as a review that “surveys the state of knowledge in a specific subject area and offers a comprehensive background for understanding a particular topic.”

An **integrative literature** review generates new knowledge about a topic or problem reviewed in the scholarly literature.

The **embedded literature review** provides a direct correlation between the scholarly literature and the problem studied, and it has implications for future research (Efron & Ravid, 2018).

A research background literature review model will be utilized for the purposes of this text, as this approach addresses the requirements of doctoral-level research studies, including capstone projects, theses, and dissertations. According to Harris (2019), the purpose of the research background literature review is to explain the reasoning behind a specific research project.

According to Efron and David (2018), “a systematic examination of the scholarly literature about one’s topic ... critically analyzes, evaluates, and synthesizes research findings, theories, and practices by scholars and researchers that are related to an area of focus” (p. 2).

Two main features of writing literature reviews include (a) establishing theoretical perspectives and (b) synthesizing critical engagement in the field.

The simplest outline for a literature review is as follows:

Literature Review

- A. Overview
- B. Theoretical Framework
- C. Related Literature (or Narrative Review)
- D. Summary

CHAPTER 2

Steps for Writing a Literature Review



Chapter Outline

Introduction

Steps to Compose a Literature Review

Conclusion

Chapter Highlights

Objectives

By the end of this chapter, the reader will be able to:

- Explain the steps to compose a literature review
- Identify a topic to research
- Describe a theoretical or conceptual framework
- Locate journal articles and other scholarly sources relevant to the research question, phenomenon, topic, variable, or construct

Key Terms

- Gatekeeper
- Stakeholder

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Introduction

There are seven basic steps for composing a literature review. The steps are not sequential, as the steps are overlapping and cyclical, but there are seven basic steps, or milestones, that must be reached to compose a literature review that is a critical analysis and synthesis of the current scholarly literature. This chapter will describe these seven steps in basic detail. The remaining chapters of the book will delve deeper into the details of each of these seven steps. It is important to understand the basic components of a literature review before beginning the research and writing process.

Steps to Compose a Literature Review

There are seven basic steps to composing a literature review. Each of these steps is a critical component of the writing process. The basic steps for writing a literature review include the following:

Step 1: Identify a topic, phenomenon, problem, or practice to research.

Step 2: Determine the theoretical framework.

Step 3: Locate journal articles and other scholarly sources relevant to the research question, phenomenon, topic, theory, variable, or construct.

Step 4: Analyze the information.

Step 5: Organize and synthesize the information.

Step 6: Compose the literature review.

Step 7: Review and refine the literature review.

Step 1: Identify a Topic, Phenomenon, Problem, or Practice to Research

As noted previously, the research topic may be a specific topic or a problem to solve. There is still much debate regarding the order of the steps for choosing a topic. Should a researcher determine a topic based exclusively on interest? Should the researcher read the literature first to discover a gap that needs narrowing? Should the researcher identify a topic or problem and then conduct the literature review? The answer to all of these questions is “possibly.” There is not one absolute right or wrong answer regarding how to determine a topic. The researcher will ideally choose a topic of interest, but that topic may or may not represent a gap in the literature or a problem that needs to be solved; thus, the researcher will consider both interest and representation in the literature to determine a topic to research.

In this book, the first step in the literature review process is to determine a topic to research or a problem to solve or a practice to improve. Many qualitative and quantitative dissertations will investigate a phenomenon, topic, variable, or construct while applied and action research will define a problem to solve or a practice to improve, though this is not always the case. Let’s start with determining a topic and then follow with identifying a problem to solve or a practice to improve.

Identify a Topic: Narrowing a Gap

When the researcher seeks to narrow the gap in the scholarly literature, the topic chosen must be insufficiently represented in the current scholarly literature. According to Pan (2008),

The first step [to conducting research] is to select a topic. In most cases, this is an interactive process in which the initial search of the literature reveals how much and what types of literature exist on a topic. Based on this information, the initial topic may need to be narrowed, broadened, or adjusted. (p. 1)

This statement demonstrates how investigating the literature can guide the topic selection by identifying the areas that need additional research. Often, a researcher will read the section of the journal article that stipulates what further research is needed to identify a topic to narrow the gap in the literature.

Identify a Topic: **Solving a Problem**

When you are trying to solve a problem for your research, such as in applied or action research, you need to identify a problem that needs to be solved. You could begin by setting up a meeting with an organization's leadership to discuss their needs. The leadership will include gatekeepers, and, in some cases, the leadership may want to invite stakeholders to be part of the conversation. A **stakeholder** is an individual who is either involved in the study or who may be affected by the results of the research. A **gatekeeper** is the person(s) in authority who makes the decision regarding whether or not a research study is permissible. For some situations, this person may be the principal of a school or the president of a business organization; however, in many school systems, research requests must be made through the county or district office, where a research committee or the superintendent may hold the authority to make the final decision regarding research study approvals. In a business, the president may not need to be consulted for research, as there may be a research department. It is the researcher's responsibility to accurately identify who the gatekeeper is for their specific research. When you seek approval for your study, make sure you are speaking to the appropriate person who has the final authority to make the decision regarding whether or not your research is permissible.

Identify a Topic: **Improving a Practice**

If you are trying to improve a practice for your research, such as in applied or action research, you need to identify a practice that needs to be improved. Just like solving a problem, you could begin by setting up a meeting with the organization's leadership to determine if there is a practice that you may try to improve through the research process. Examples of practices that may need to be improved are co-teaching and professional development.

Step 2: Determine the Theoretical Framework

The second step for writing a literature review is to determine a theoretical framework. For the literature review, research and theory are uniquely combined to provide the background of the phenomenon, topic, or problem that guides researchers toward the development of the research question(s) and methods for the study. Researchers view the research topic or problem through a theoretical lens; thus, it is important to choose a theory that is related to, and a logical choice for, the topic you propose to study. The information in the theoretical framework must present the theory and theorist, include the coordinating concepts, and explain the rationale for using the theory to explain the research. More information regarding the theoretical framework may be found in Chapter 7.

Step 3: Locate Journal Articles and Other Scholarly Sources Relevant to the Research Question, Phenomenon, Topic, Theory, Variable, or Construct

The third step for writing a literature review is to locate journal articles and scholarly works based on the topic. To compose a quality literature review, hundreds or even thousands of peer-reviewed scholarly journal articles may need to be read and analyzed. Empirical research studies should comprise a significant number of journal articles represented in your literature review. Reviewing the literature involves searching, browsing, skimming, reading, saving, and organizing scholarly works that are relevant to your proposed topic. You will also need to determine a systematic method for storing and retrieving this vast amount of information. More information regarding locating and organizing scholarly articles may be found in Chapter 3.

Step 4: Analyze the Information

The fourth step for writing a literature review is to analyze the information. When scholarly works are compared to each other, the similarities and differences among them should present the current state of the scholarly literature regarding the purpose of your proposed research. Journal articles must be analyzed individually, and they must be analyzed and synthesized collectively. The comparison of scholarly works presents your voice as the researcher. Without a comparative analysis and synthesis, your literature review would be merely a simple collection of other researchers' ideas without your voice as the researcher. See the individual scholarly works template, comparative scholarly works template, summary table, and synthesis matrix in Chapter 5 to learn more about analyzing scholarly works.

Step 5: Organize and Synthesize the Information

The fifth step for writing a literature review is to organize and synthesize the scholarly works. As you thoroughly review the scholarly literature, you should create an outline for your literature review. Organize the narrative review according to your outline. Creating an outline for your literature review is a critical step in the process. *Do not skip this step!* It is easier to revise an outline that is presented in an illogical sequence than it is to rewrite an entire literature review that is presented illogically, so start with the outline rather than with the review itself. When researchers omit this step, they waste a lot of time rewriting because their work is disorganized and lacks logical flow. Also, it is more difficult to write a logical literature review without an outline. The outline will guide your thoughts in a logical manner. The main points of the outline will become the main headings for your literature review.

Step 6: Compose the Literature Review

The sixth step for writing a literature review is to compose the literature review based on the outline. This should be considered a rough draft that you improve each time you revisit it. Using your outline as a guide, you should begin to incorporate the information from the individual and comparative scholarly works templates, summary tables, and the synthesis matrices into a cohesive narrative review of the scholarly literature using the main topics from the outline as major headings and subheadings for your literature review.

Step 7: Review and Refine

The seventh step for writing a literature review is to review and refine your paper. This is a process that will be ongoing throughout the entire writing process. You will refer to your outline frequently to ensure that the information is presented in a logical order. As your literature review develops, you will continue to enhance and improve the contents under each heading, including both the theoretical framework and the narrative review, until you have exhausted the current scholarly literature and presented yourself as the scholar on the topic of your research in approximately 20 to 150 pages.

Conclusion

To write a literature review, seven basic and overlapping steps should be followed. Each step is important to ensure that your literature review presents a critical analysis and synthesis of the scholarly literature. The first step is to identify a topic, phenomenon, problem, or practice to research. The second step is to determine the theoretical framework. The third step is to locate journal articles and other scholarly sources relevant to the research question, phenomenon, topic, theory, variable, or construct. The fourth step is to analyze the information followed by the fifth step which is to organize and synthesize the information. The sixth step is to compose the literature review. Finally, the seventh step is to review and refine the literature review. These seven steps are designed to assist you in writing a literature review.

Chapter Highlights

The following are the basic steps of writing a literature review:

Step 1: Identify a topic, phenomenon, problem, or practice to research.

Step 2: Determine the theoretical framework.

Step 3: Locate journal articles and other scholarly sources relevant to the research question, phenomenon, topic, theory, variable, or construct.

Step 4: Analyze the information.

Step 5: Organize and synthesize the information.

Step 6: Compose the literature review.

Step 7: Review and refine the literature review.

The first step in the literature review process is to determine a topic to research or a problem to solve or a practice to improve.

Many qualitative and quantitative dissertations will investigate a phenomenon, topic, variable, or construct, whereas applied and action research will define a problem to solve or a practice to improve, but this is not always the case.

When the researcher seeks to narrow the gap in the scholarly literature, the chosen topic must be insufficiently represented in the current scholarly literature.

When you are trying to solve a problem for your research, such as in applied or action research, you need to identify a problem that needs to be solved.

A **stakeholder** is an individual who is either involved in the study or who may be affected by the results of the research.

A **gatekeeper** is the authority who makes the decision regarding whether or not a research study is permissible.

If you are trying to improve a practice for your research, such as in applied or action research, you need to identify a practice that needs to be improved.

The second step for writing a literature review is to determine a theoretical framework.

Researchers view the research topic or problem through a theoretical lens; thus, it is important to choose a theory that is related to, and a logical choice for, the topic you propose to study.

To compose a quality literature review, hundreds or even thousands of peer-reviewed scholarly journal articles may need to be read and analyzed.

Empirical research studies should comprise a significant number of journal articles represented in your literature review.

When scholarly works are compared to each other, the similarities and differences between them should present the current state of the scholarly literature regarding the purpose of your proposed research.

The comparison of scholarly works presents your voice as the researcher.

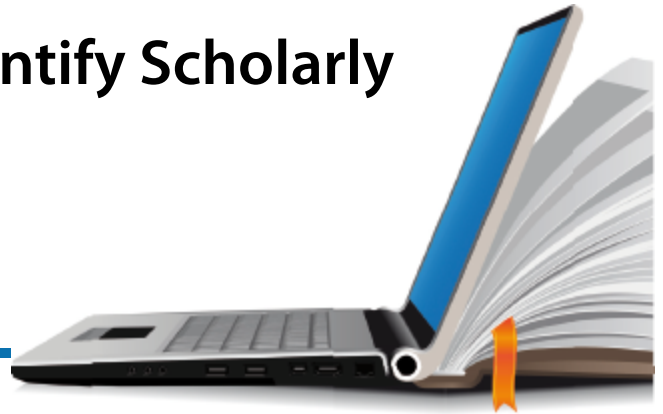
Creating an outline for your literature review is a critical step in the process that should not be skipped. *Do not skip this step!*

The main points of the outline will become the main headings for your literature review.

As your literature review develops, you will continue to enhance and improve the contents under each heading, including both the theoretical framework and the narrative review, until you have exhausted the current scholarly literature and presented yourself as the scholar on the topic of your research in approximately 20 to 150 pages.

CHAPTER 3

How to Locate and Identify Scholarly Sources



Chapter Outline

Introduction
Primary and Secondary Sources
Peer-Reviewed Journal Articles
How to Locate Scholarly Sources
How to Search for Peer-Reviewed Journal Articles
How to Organize Information
Conclusion
Chapter Highlights

Objectives

By the end of this chapter, the reader will be able to:

- Define primary and secondary sources
- Describe the peer review process
- Define empirical research
- Demonstrate procedures for locating scholarly sources
- Identify scholarly sources
- Organize resources for easy retrieval

Key Terms

- Empirical research
- Peer-review process
- Primary source
- Secondary source

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Introduction

A literature review should be approached strategically to ensure a high-quality review of the current scholarly literature that includes an analysis and synthesis of known research, knowledge, and thinking that precedes the proposed research. The purpose of a literature review is to advance the author's knowledge about a research question, phenomenon, topic, theory, variable, or construct and to provide background information relevant to the research. The literature review provides the context for research.

The literature review typically ranges from 20 to 150 pages, but it may be longer. The literature review is not simply a study-by-study summary; it is a selection of relevant literature that covers a specific topic and related research studies. As you read the literature, you must categorize the information relevant to your project into major themes that you will later present using headings arranged in a logical order. Selecting journal articles for your literature review requires that you understand some important elements regarding selecting journal articles to include in your literature review.

Primary and Secondary Sources

Both primary and secondary sources may be used for writing the literature review, but most sources included in your literature review should be primary sources. **Primary sources** are publications that were written by an individual or individuals who actually conducted the published research or works and provide first-hand evidence. An example of a primary source is a journal article that presents the results of research an author or authors conducted. If the article in the journal was presented as an opinion or evaluation of research conducted by others, it would be considered a secondary source. **Secondary sources** are works or publications in which the author or authors review educational practices and programs or research studies conducted by others.

Primary sources should make up the majority of your cited work, though some secondary sources may be acceptable. Remember that primary sources are written by the author(s) who conducted the actual research; those authors have firsthand knowledge about the research because they conducted it and can provide more detailed information than a secondary author or source could write about that same research. Again, scholarly peer-reviewed works should be included in a literature review, and approximately 85% to 90% of the sources cited should be current literature that was published within the last five years.

Although most of the citations in the literature review should be current, this does not discount the importance of less recent scholarly sources. When including works that were published more than five years ago, there should be a valid reason for doing so. It is important to have information from the primary sources

(sources written by the primary theorist) in the theoretical framework of your research. For example, in the theoretical framework, it is anticipated that seminal historical works will be cited. Much of the work by Piaget, Bruner, Maslow, and Vygotsky, especially primary sources, will have dates that are not current. For example, Piaget developed the theory of cognitive development in 1936 and further defined it in 1950. Another reason for including older works is to address the historical aspect of a particular issue. It is appropriate to cite works that are older than five years since publication to show the progression of change over time.

For a literature review for doctoral research, you may find other published dissertations when conducting an internet search or using search engines. Although dissertations are considered a primary source and may provide some valuable information, they are not considered peer-reviewed scholarly sources, and you should refrain from including them in your literature review in most cases. It is often beneficial to look at the reference lists from dissertations to see which sources were used and might also be beneficial for your research. Thus, it is best to review the primary sources (from the sources cited and referenced in the dissertation) and include those sources in your literature review rather than including the dissertation itself.

Peer-Reviewed Journal Articles

To compose a quality literature review, hundreds or even thousands of peer-reviewed scholarly journal articles may need to be read and analyzed. According to the American Psychological Association (2020), the peer-review process is the review and evaluation of potential journal article manuscript by the author's or authors' peers in the scientific community based on the quality and potential contribution of each article. Peer-reviewed articles in the literature review should represent the latest findings of a research topic and make up the majority of the literature review citations. **Empirical research** studies should comprise a significant number of journal articles represented in your literature review. Empirical research is a type of research methodology that uses verifiable evidence to draw conclusions. In other words, empirical research relies solely on evidence obtained through scientific data collection methods (Creswell & Poth, 2018).

How to Locate Scholarly Sources

Reviewing the literature involves searching, browsing, skimming, reading, saving, and organizing scholarly works that are relevant to your proposed topic. The internet is the fastest and most effective way to locate scholarly sources. If you are enrolled as a student or work for a college or university, it is likely you have free access to excellent scholarly works through services such as EBSCOhost and ProQuest. Many colleges and universities have subscriptions to these and other services offering several options for searching for scholarly sources. Other ways of searching for scholarly sources include Google Scholar, ERIC, Oxford Reference Online, and Britannica Online.

Many library databases offer the option to limit search results to include only peer-reviewed articles and to limit articles from within the last five years, which are very helpful tools for locating scholarly, peer-reviewed, and timely journal articles. Use those options when they are available. When using Google Scholar or similar sources, payment might be required in order for you to access the articles. If that is the case, one option is to enter the title, author, DOI, or other information about the article into the search engine for the library at your institution. If the article is available at your institution's library, you will not have to pay to access the entire article. Some colleges and universities will also obtain a copy of the article for you, at your request, if they do not have it in their database. Many other articles are available and may be located with a simple Google search, but some of the results will require payment for access to the full article. Wikipedia is not considered a scholarly source in most cases and should not be cited in academic work such as a thesis or dissertation. Wikipedia is a good source for learning a quick tidbit of information, but for scholarly writing, Wikipedia information must be verified and cited with a scholarly source. When searching for scholarly sources, look for the following items:

- Author or authors are identified

- Publisher is identified
- Citations within the text
- References follow the text
- Use a search engine that limits the search to scholarly journals/books only

Though this is not a foolproof means of identifying scholarly works, it may help eliminate many nonscholarly works. Remember that not everything posted on the internet is accurate or scholarly; thus, discernment must play a role in locating and utilizing scholarly sources for your literature review.

How to Search for Peer-Reviewed Journal Articles

When searching for scholarly articles on your topic, sometimes it may be best to start with a broad topic and then narrow the search; in other situations, it may be best to start with a narrow search and then expand the search. To help begin the search for peer-reviewed articles, consider this example using the stated central research question for applied research.

Central Question: How can the problem of low scores on the Ohio Educational Assessment for Science be solved at Hampton High School in Ohio?

In a search engine, such as Google Scholar, you could use any of the following words and phrases to begin your search since these are the main topics in the central research question. It is possible to put phrases in quotation marks to search for the entire phrase and not just the individual words:

- “Low-test scores”
- “Ohio Educational Assessment”
- “Science assessment”

A search including the three aforementioned topics will yield a lot of information; this information alone may be overwhelming. Look again at the three main ideas from the central research question, and add limitations to the search to yield more specific scholarly publications. Note that each of the main ideas may have multiple limiting identifiers.

Low-test scores

Low assessment scores
Failing test scores
Assessment failure
Failing student test scores

Ohio Educational Assessment

OEA
Standardized tests
Standardized assessments
Failing standardized tests
Poor student performance on standardized tests
Poor student performance on assessments

Assessment

Evidence-based science strategies

Evidence-based teaching strategies
Science strategies
Science assessments

The list for limiting the search on the topic of low test scores on the Ohio Educational Assessment could continue, as there are a multitude of ways these terms can be searched. These may also be further limited by date, such as articles published within the past five years, or by author, if a specific author is preferred. This list of specific parameters provides an effective start to the search for scholarly publications regarding the central research question.

How to Organize Information

Organizing information is a critical component of writing an effective literature review. From the very beginning of your search for scholarly sources, you should establish a system to organize the scholarly sources that you review.

Matrix

To begin organizing, consider making a matrix to track the search engines, key terms, and results of the searches you made. To make a matrix, you could create a table similar to the one that follows to track the key words searched and the results of each search. For the following matrix, the names of the databases used to search the literature are listed along the horizontal axis at the top of the matrix, and the key subject terms are listed along the vertical axis at the side of the matrix (Torraco, 2016). This matrix will give you a quick overview or snapshot of the search engines, key terms, and results of the searches you conducted. Making a matrix may save you time because it enables you to keep track of information regarding the searches you have already conducted. For example, if you are writing your literature review and you realize that you need more information regarding low test scores, you can see from the chart that ProQuest had 12 results for that topic, which is the highest number of search results for the search engines used for this research.

	Google Scholar	EBSCOhost	ProQuest	Eric	Oxford Reference Online
Low test scores	3	3	12	3	1
Standardized tests	14	13	14	14	9
Assessment	8	8	8	8	2
Ohio Educational Assessment	3	0	0	0	0
<i>continue</i>					

As you conduct a search that yields information for the matrix, you may also want to save and categorize the articles into folders to organize your search. For example, the preceding search via ProQuest returned four results. If you glance at the four articles and determine that only three are potentially relevant to your topic, you may save the three articles in the folder labeled Low Test Scores.

Computer Desktop Folders

One recommendation to organize your sources is to create files on your desktop. The files could include a variety of headings and could be organized by topic, author, date, or other attributes. The folders on your desktop for the topic of low Ohio Educational Assessment scores could look like this:



Creating desktop folders is only one way to organize journal articles. Some researchers have a combination of paper and digital copies. Determine an effective way to organize the information you gather so you can easily retrieve the information when you need it. The most effective way to do this is to set up a system of organization at the onset of your research. It is easy to lose information or forget where you saved or filed the information unless you establish and implement an organized method for storage and retrieval.

Be sure to use the same naming convention for every journal article you save. It may be most beneficial to name them beginning with the author's last name, year of publication, and a brief title. This will help you to easily identify if you have already saved the article, if you have authors that seem to come up frequently, and if the source is current or too old to use. For example, the following reference may be saved as de Hoyos_2021_Test_Scores_Mexico:

de Hoyos, R., Estrada, R., & Vargas, M. J. (2021). What do test scores really capture? Evidence from a large-scale student assessment in Mexico. *World Development*, 146, 1–12.
<https://doi.org/10.1016/j.worlddev.2021.105524>

Comprehensive Reference List

Another recommended technique is to start one comprehensive list of references at the very beginning of your search and maintain it throughout the entire searching process. If your institution requires a specific format (such as APA, MLA, Turabian, etc.), create the list of references in that format from the beginning of your research. Making a list of all references that you have read will help in several ways, including the following:

1. If you create a list of articles you have read, you will not accidentally read an article twice without realizing it.

2. If you have a list of references, you can make a quick note or label beside each reference. These labels could include short terms of reference, such as theory, teacher efficacy, include quote, do not use, excellent, gov't. regulation, etc. These labels can help you later quickly identify and retrieve articles that pertain to your outline headings. Creating a reference list with labels facilitates a quick storage and retrieval process.
3. When you create a reference list at the beginning of your search, the list will indicate how many articles you have read or accessed. Though the quantity of journal articles read does not determine the quality of the work, a low number generally indicates you have more work to do to create an acceptable literature review.
4. It is easier to compile a reference list as you read each article than to go back and find an article. When possible, include an active hyperlink to each article. Including an active hyperlink to the article makes it extremely easy to find and retrieve the article when you need to access it.

Bibliography

Another recommendation for organizing information for a literature review is to write an annotated bibliography. To write an annotated bibliography, select the highlights of each article (or other source) and write an appraisal of each source. Start with the citation you will use in the reference list and write down key ideas the author(s) presented and other important information in the article.

As you read and organize scholarly works, consider the information presented and determine how you will present it coherently. Having a plan in place for organizing and retrieving the information is important when you are dealing with this large quantity of information.

Conclusion

Identifying and locating scholarly journal articles requires the researcher to know the difference between a primary source and a secondary source. Additionally, the researcher must understand the peer-review process and the definition of empirical research. The procedures for locating and identifying scholarly sources were described, and strategies for organizing the vast amount of information required for writing a literature review for doctoral research were provided.

Chapter Highlights

A literature review should be approached strategically to ensure a high-quality review of the current scholarly literature that includes an analysis and synthesis of known research, knowledge, and thinking that precedes the proposed research.

The purpose of a literature review is to advance the author's knowledge about a research question, phenomenon, topic, theory, variable, or construct and to provide background relevant to the research.

The literature review provides the context for research.

The literature review typically ranges from 20 to 150 pages, but it may be longer.

As you read the literature, you must categorize the information relevant to your project into major themes that you will later present using headings arranged in a logical order.

Primary sources are publications written by an individual or individuals who actually conducted the research or works published and that provide firsthand evidence.

Secondary sources are works or publications in which the author or authors review educational practices and programs or research studies conducted by others.

Primary sources should make up the majority of your cited work, though some secondary sources may be acceptable.

Peer-reviewed articles in the literature review should represent the latest findings of a research topic and should make up the majority of the literature review citations.

Empirical research studies should comprise a significant number of journal articles represented in your literature review.

Empirical research is a type of research methodology that uses verifiable evidence to draw conclusions. In other words, empirical research relies solely on evidence obtained through scientific data collection methods (Creswell & Poth, 2018).

Wikipedia is a good source for learning a quick tidbit of information, but for scholarly writing, Wikipedia information must be verified and cited with a scholarly source.

When searching for scholarly articles on your topic, sometimes it may be best to start with a broad topic and then narrow the search; in other situations, it may be best to start with a narrow search and then expand the search.

From the very beginning of your search for scholarly sources, you should establish a system to organize the scholarly sources that you review.

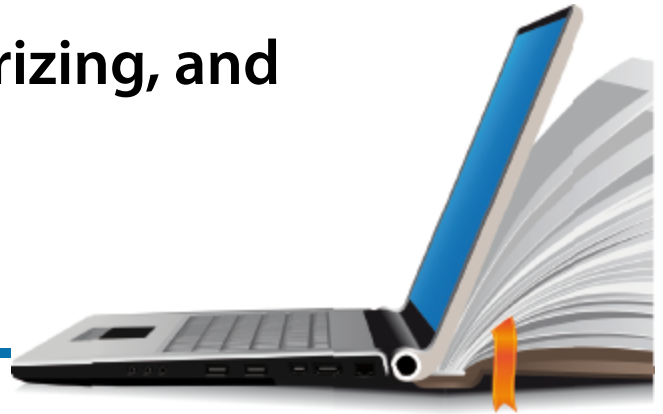
A matrix will give you a quick overview or snapshot of the search engines, key terms, and results of the searches you conducted.

One technique for organizing your sources is to create files on your desktop. The files could include a variety of headings and could be organized by topic, author, date, or other options.

If your institution requires a specific format (such as APA, MLA, Turabian, etc.), create the list of references in that format from the beginning of our research.

To create an annotated bibliography, select the highlights of each article (or other source) and write an appraisal of each source.

Paraphrasing, Summarizing, and Synthesizing



Chapter Outline

Introduction
Paraphrasing, Summarizing, and Synthesizing
Quoting
Plagiarism and Avoiding Plagiarism
Author's Voice
Conclusion
Chapter Highlights

Objectives

By the end of this chapter, the reader will be able to:

- Define paraphrasing, summarizing, and synthesizing
- Distinguish among paraphrasing, summarizing, and synthesizing
- Explain appropriate use of direct quotations
- Demonstrate an understanding of plagiarism
- Identify different forms of plagiarism
- Write paragraphs using one's own voice

Key Terms

- Author's voice
- Direct quotation
- Misrepresenting
- Paraphrase
- Patchwriting
- Plagiarism
- Self-plagiarism
- Summarize
- Synthesize

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Introduction

The literature review is a major portion of a dissertation, thesis, or capstone project. The literature review demonstrates your understanding of the literature related to the topic. Techniques used to write and present information published in the scholarly literature include quoting, paraphrasing, summarizing, and synthesizing. To best demonstrate that you thoroughly researched and understand your topic, it is important to write the literature review using your own voice. Writing in your own voice is accomplished through paraphrasing, summarizing, and synthesizing the published scholarly literature. This chapter defines paraphrasing, summarizing, and synthesizing; discusses quoting and plagiarism; and provides tools to help you develop your voice as the author of your literature review.

Paraphrasing, Summarizing, and Synthesizing

After reading and analyzing the scholarly literature related to your topic, you will present what you learned in a review of the related literature by paraphrasing, summarizing, and/or synthesizing what has been published and how that information relates to your research. When you paraphrase, summarize, or synthesize, you must cite your sources. Citing the sources that you review will help ensure your writing is credible while demonstrating your knowledge.

Whether you paraphrase, summarize, or synthesize, ensure that what you write is accurate and precisely reflects what is written in the cited source(s). **Misrepresenting** information is when you change the words or ideas of published sources in any way causing the original message to become distorted. The following is an example of misrepresenting.

Original Text

This study has shown that transition paths with entrance exams are often crucial for students with ASD. Academic accommodations for these types of exams should be in place to improve admission and enrollment, and institutions should highlight information on the possibilities to apply for academic accommodations before admission. To enhance the confidence of both students with ASD and their parents, institutions should stress students with ASD do have a place in higher education by providing evidence from their institution. (Bakker et al., 2019, p. 8)

Misrepresented Text

Bakker et al. (2019) stated that it is important that students with ASD have entrance exams in their transition plans. If accommodations for entrance exams are not included in transition plans, students with ASD will not enroll in college.

Notice how the meaning of the original text changed. It is important that the message in the original, cited text be retained. *Do not reword the content to represent the message that you are trying to convey.* You are reporting what scholars have published, even if you do not agree.

What Is Paraphrasing?

Paraphrasing is restating the main points of a passage into your own words. What you write is typically shorter than the cited text, but the meaning in the original text is retained. When you paraphrase, it is important that you do not alter the meaning of the original work. Present the author's ideas in your own words, and acknowledge whose ideas they are by including a citation from the source. It is not acceptable to simply change a word or two. You must reword what the author wrote using your own words and include a citation to acknowledge the original author's contribution.

Steps for paraphrasing include the following: (a) read the source, (b) note the main idea or ideas in the cited source, (c) write the main ideas in your own words, and (d) compare what you wrote to the cited source to ensure you did not use the same wording did retain the same meaning.

A paraphrased passage will be a little shorter than the cited source, and the wording will be different, but the ideas presented are the same. The following is a passage from a cited source and a paraphrased example.

Original Text

This study has shown that transition paths with entrance exams are often crucial for students with ASD. Academic accommodations for these types of exams should be in place to improve admission and enrollment, and institutions should highlight information on the possibilities to apply for academic accommodations before admission. To enhance the confidence of both students with ASD and their parents, institutions should stress students with ASD do have a place in higher education by providing evidence from their institution. (Bakker et al., 2019, p. 8)

Paraphrased Text

Bakker et al. (2019) stated that it is important that students with ASD have accommodations related to entrance exams in their transition plans. Accommodations for entrance exams need to be included in transition plans so that admission and enrollment for students with ASD are enhanced; college officials need to promote ways for these students to self-advocate for needed accommodations before the students enroll. When self-advocacy and support are promoted and students with ASD are welcomed, the students and their parents will have greater confidence in the college admission and enrollment process.

What Is Summarizing?

Summarizing is writing a sentence or passage from a cited source into your own words. What you write is somewhat shorter than the cited text, and few details are included, but the most important ideas are summarized.

Steps for summarizing include the following: (a) read the source, (b) make a note of the important or key points in the source or passage, (c) write the main points using your own words, and (d) compare what you wrote to the original passage to ensure you covered all the key points or ideas.

Using the same passage as before, a summarized version is below. Note that the summary is much shorter than the paraphrased version, and the summarized version highlights only the main points.

Original Text

This study has shown that transition paths with entrance exams are often crucial for students with ASD. Academic accommodations for these types of exams should be in place to improve admission and enrollment, and institutions should highlight information on the possibilities to apply for academic accommodations before admission. To enhance the confidence of both students with ASD and their parents, institutions should stress students with ASD do have a place in higher education by providing evidence from their institution. (Bakker et al., 2019, p. 8)

Summarized Text

For students with ASD to be self-confident of their academic ability when enrolling in college, it is important that college staff work to ensure these students are aware that they are welcomed and that efforts will be made to provide accommodations for promoting success (Bakker et al., 2019).

As a comparison, when you paraphrase, you present other authors' ideas in your own words and acknowledge those ideas using a citation. When you summarize, you sum up other authors' main points using fewer words. In other words, when you summarize, you present their most important ideas more concisely.

What Is Synthesizing?

Synthesizing is combining the ideas of two or more sources into a single sentence, passage, or paragraph. When you write a literature review, you primarily need to synthesize the information from the sources you cite; synthesizing will help you create a clearer picture for readers. Most of your literature review should be a synthesis of scholarly sources (rather than merely paraphrases and/or summaries).

In the next chapter, Chapter 5, you will learn more about synthesizing information. As a brief introduction, the basic steps for synthesizing information include the following:

1. Read scholarly sources for understanding.
2. Make notes for each source.
3. Specifically note the similarities between sources.
4. Specifically note things that are unique to each source.
5. Write a short outline of the key points.
6. Paraphrase the key points (without quoting).
7. Include citations for each sentence.
8. Review what you wrote to ensure you included the key points from all the sources cited.

Synthesizing the scholarly literature will be described in detail in the next chapter. For now, more information is needed prior to beginning to synthesize the scholarly literature.

Quoting

Quoting is using the exact wording in the cited source. This is called a **direct quotation**. The cited source may be a published work, your own previous work, or quotations from participants or other sources. For your literature review, all quotations should be from published works. *Direct quotations should rarely be used; direct quotations do not allow your voice to be heard in your writing.*

Principles of Quoting

When you use direct quotes, there are several important ideas to remember to prevent plagiarism. Direct quotations must include a citation for the source, and the page number(s) must be included in the citation (when using APA format). If a source does not have a page number, include the paragraph number, the heading/section name, or a combination of the heading/section name and page number. If you quote from an audiovisual source, include the time stamp of when the quotation begins on the recording. If you quote from a source with canonically numbered sections (such as the Bible, a Shakespeare play, etc.), the citation needs to include the name of the book, the chapter, the verse number, line number, and/or the canto in place of the page number.

When you directly quote a source, include quotation marks around the quoted content (unless you are using a block quotation, which is a direct quote that consists of 40 or more words). If quotation marks are included in the quote, use single quotation marks in place of the standard (double) quotation marks (unless using a block quotation). When directly quoting a source, the wording must exactly match the cited source (including misspellings and other errors). Always verify the quoted content for accuracy after you type it. The following are instances when a quotation may differ from the cited source.

It is acceptable to make the following minor changes to direct quotations without making annotations or providing explanations:

- The first letter of the quote can be changed to upper or lower case so it is correct within the context of the sentence. For example, if the quoted material starts with the first word of a sentence, you can change the capital letter to a lowercase letter if the quote is in the middle of a sentence.
- The end punctuation mark may be changed so that it is correct for the syntax of the sentence in your work.
- Quotation marks may be changed from double to single or from single to double so they are correctly formatted within your work.
- Footnotes and endnotes within a quote may be omitted.

The following situations require specific notations indicating a change or modification to the cited material:

- When the quoted material has an error in spelling, grammar, punctuation, etc., insert “[sic]” (without the quotation marks) immediately after the error in the quoted source. (If the error causes confusion, it would be better to paraphrase or summarize the material).
- It is acceptable to omit words or phrases (provided the meaning is not altered); when words are omitted within a sentence or between sentences, insert ellipsis points in place of the omitted words. Do not use ellipsis points at the beginning or end of a direct quotation (unless the quoted content has ellipsis points in either place). Ellipsis points can be generated by the word processing program with a space before and after (i.e., word ... study) or can be made by typing three periods with a space between each period as well as before the first period (i.e., word . . . study). If the quoted content includes omitted material between two sentences, add a period after the first sentence and before the ellipsis points.
- It may be appropriate or necessary to insert material within a quotation, such as adding a definition for a unique term or adding a name. When making this type of change, include the added word or words in square brackets.
- You may want to emphasize a word or phrase within a direct quotation. If that is the case, italicize the word or phrase you want to emphasize and insert the words “[emphasis added]” (without the quotation marks) immediately after the emphasized/italicized word or phrase.

If you use a quotation that includes a citation for another source, retain the citation. Ensure that you have a reference list entry for the source you quoted, but you do not include a reference list entry for the embedded citation (unless you cite that source elsewhere in your manuscript).

When Is Quoting Acceptable?

One should rarely quote in academic writing, and this is especially true when writing a literature review. When quotes are used, your voice is not heard. Paraphrasing, summarizing, and synthesizing allows you to emphasize your research rather than presenting other authors' voices by quoting their research.

Although direct quotes should be used infrequently, there are situations when it may be appropriate to quote a cited source. Examples of when direct quotes are acceptable include times when a precise or exact definition for a word or phrase is needed and when the wording in the cited source is succinct or written in a way that paraphrasing would detract from what was stated in the original source.

Plagiarism and Avoiding Plagiarism

Plagiarism is using the ideas, words, and or images from another source without giving credit to the author or authors who wrote them. Any instance of plagiarism is a violation of academic honesty standards and is unethical. Plagiarism may be either intentional or unintentional.

Intentional Plagiarism

Intentional plagiarism is any action taken that purposely misrepresents written work as one's own. Intentional plagiarism includes omitting or failing to include citations, hiring or allowing someone to write for you, purchasing a prewritten document, failing to use quotation marks around quoted content, and falsifying citations and references. *All ideas that are not your own must be cited.*

Some websites and sources offer to write essays and complete assignments for students for a fee, and some students who have completed assignments or courses have assisted other students by writing assignments for them; these practices are unethical and are forms of plagiarism.

As stated earlier, a literature review is a presentation of what has been published, so sources must be cited. The citations must be accurate and real. Generating false or fake sources is another form of intentional plagiarism. Each source cited must be authentic, and the reader must be able to access each source using the information in the references.

Using your own previously written original work without citing it can still be considered a form of plagiarism, which is known as self-plagiarism. **Self-plagiarism** is using or submitting work you completed and submitted (or published) as original work. There are instances when it is permissible to submit the same work again, but it is generally not acceptable. For college students, some instructors will allow students to submit work they completed in previous courses or assignments, but each institution and instructor may have different policies, so check with your instructor if you want to reuse your previously written work. However, in some cases, students writing a dissertation, thesis, or capstone project may have permission to use the same work without self-citing in multiple courses since they are building upon their previous work related to the dissertation, thesis, or capstone project.

Unintentional Plagiarism

Unintentional plagiarism is failing to cite sources properly or using wording that is too similar to the cited sources primarily because of a lack of understanding of how to paraphrase correctly, summarize, synthesize, quote, or cite the scholarly source. Often, unintentional plagiarism occurs when an author neglects to include citations or uses incorrect citations (such as putting the citation in the wrong place or citing the wrong source).

A passage can be unintentionally plagiarized if part of what is written is paraphrased and part is quoted, but quotation marks are not used around the quoted text or quotation marks are included around both the quoted and paraphrased text.

Patchwriting is a common form of unintentional plagiarism. **Patchwriting** is rearranging the order of the words within a sentence or changing a few words of the text while retaining the original sentence structure. The following is a patchwritten rendition of the passage and a paraphrased example of the passage.

Original Text

“This study has shown that transition paths with entrance exams are often crucial for students with ASD. Academic accommodations for these types of exams should be in place to improve admission and enrollment, and institutions should highlight information on the possibilities to apply for academic accommodations before admission. To enhance the confidence of both students with ASD and their parents, institutions should stress students with ASD do have a place in higher education by providing evidence from their institution” (Bakker et al., 2019, p. 8).

Patchwritten Text (Plagiarism)

This study has demonstrated that transition paths with entrance exams are frequently crucial for students with ASD (Bakker et al., 2019). Academic accommodations for exams of this type should be in place to improve enrollment and admission, and institutions should emphasize information on the options to apply for academic accommodations prior to admission. To heighten the confidence of both students with ASD and their parents, institutions should emphasize that students with ASD do have a place in higher education by offering confirmation from their institution.

Paraphrased Text (Not Plagiarism)

Bakker et al. (2019) stated that it is important that students with ASD have accommodations related to entrance exams in their transition plans. Accommodations for entrance exams need to be included in transition plans so that admission and enrollment for students with ASD are enhanced; colleges officials need to promote ways for these students to self-advocate for needed accommodations before the students enroll. When self-advocacy and support are promoted, and students with ASD are welcomed, the potential students and their parents will have greater confidence in themselves and in the college staff.

Avoiding Plagiarism

To avoid plagiarism, it is important to understand what plagiarism is. After you understand what plagiarism is, you should work on paraphrasing, summarizing, and synthesizing the information from your sources. Once you have written, ensure appropriate and correct citations and references. Each source cited within the paper must have a corresponding reference list entry, and each source in the reference list must be cited within the manuscript. Double-check all citations. Once you check your work (including the citations), if possible, use a plagiarism checking tool; there are several plagiarism tools available online. Finally, practice writing, especially synthesizing. The more you practice writing, the more proficient you will become and the more clearly your voice will be evident in your work. Remember that the literature review is largely a compilation of many sources about your topic, so most, if not all, of your paragraphs will have citations, as you are reporting on what the experts have stated about your topic.

Author's Voice

One important distinction of scholarly writing is the presentation of the content. The tone, rhythm, and your unique personality comprise your **author's voice**. For academia, that voice needs to maintain a sense of professionalism.

When you read a journal article, you will understand what you read in a way that is unique to you. You will notice certain information within the article that stands out to you; another person who reads the same article may notice something totally different than you noticed. The information you notice from each source you read will help you develop your author's voice. Each article, book, or source that you read will help you develop a better understanding of the content, and your understanding will help shape the voice projected through your writing.

When developing your writer's voice, strive to write as the authority on the subject. You must immerse yourself in the scholarly literature to become the authority, which is why hundreds—or even thousands—of articles should be read when conducting a review of the literature. The more you learn, the more authoritative you will become and the more you will develop your voice as an author.

When developing your author's voice, your voice must address the audience to whom you are writing. When you write a literature review, your audience is fellow scholars, so your writing needs to be clear and concise and have a scholarly tone. Do not add embellishments or use complex or uncommon words. Direct, relatively simple words are best. Say exactly what you mean in as few words as necessary to convey the ideas you are presenting. Avoid using slang or jargon; your work may be read by people in diverse fields, so be sure the language can be understood by a wide variety of audiences. If you must use terms and phrases that are unique to your field of expertise, be sure to define those words and phrases.

As you read scholarly sources and practice writing, your voice will become evident, and you will become more confident. With that confidence, your writing will improve, and your message will be clear. Your author's voice will develop and change over time.

Conclusion

A literature review is an extensive undertaking, and it takes a great deal of time and effort to write a quality literature review. As you read through scholarly sources in preparation for writing a literature review, you will gain knowledge to help you become an expert on the topic you are researching. Through paraphrasing, summarizing, and synthesizing the information from the sources you read, you will demonstrate your expertise on the topic. Although what you are presenting is the work of other scholars, you are showing what you know, but make sure you give credit to the authors of the sources you have read by using correctly formatted and appropriate citations. It is vital that you avoid plagiarizing, whether intentional or unintentional. Work to develop your author's voice. The best way to develop a scholarly voice is through extensive reading and much practice.

Chapter Highlights

The literature review demonstrates your understanding of the literature related to the topic.

Techniques used to write and present information published in the scholarly literature include quoting, paraphrasing, summarizing, and synthesizing.

To best demonstrate that you thoroughly researched and understand your topic, it is important to write the literature review using your own voice.

Citing the sources that you review will help ensure your writing is credible while demonstrating your knowledge.

Misrepresenting information is when you change the words or ideas of published sources in any way that the original message is distorted.

Paraphrasing is restating the main points of a passage into your own words. What you write is typically shorter than the cited text, but the meaning in the original text is retained.

Summarizing is writing a sentence or passage from a cited source into your own words. What you write is somewhat shorter than the cited text, and few details are included, but the most important ideas are summarized.

Synthesizing is combining the ideas of two or more sources into a single sentence, passage, or paragraph. When you write a literature review, you primarily need to synthesize the information from the sources you cite; synthesizing will help you create a clearer picture for readers.

Quoting is using the exact wording in the cited source. This is called a **direct quotation**.

Quotes should rarely be included in academic writing, and this is especially true when writing a literature review.

Plagiarism is using the ideas, words, and or images from another source without giving credit to the author or authors who wrote them.

Intentional plagiarism is any action taken that purposely misrepresents written work as one's own.

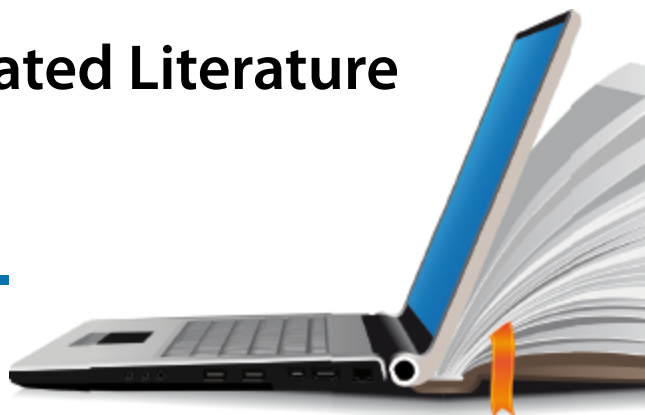
Self-plagiarism is using or submitting work you previously completed and submitted (or published) as original work.

Unintentional plagiarism is failing to properly cite sources or using wording that is too similar to the cited sources primarily because of a lack of understanding of how to correctly paraphrase, summarize, synthesize, quote, or cite the scholarly source.

Patchwriting is changing a few words of the text while retaining the original sentence structure or rearranging the order of the words within a sentence.

One important distinction of scholarly writing is the presentation of the content. The tone, rhythm, and your unique personality comprise your **author's voice**. For academia, that voice needs to maintain a sense of professionalism.

How to Synthesize Related Literature



Chapter Outline

Introduction

What Does It Mean to Synthesize?

Types of Synthesis

Analyzing and Synthesizing Related Literature

Ways to Organize and Synthesize

Conclusion

Chapter Highlights

Objectives

By the end of this chapter, the reader will be able to:

- Demonstrate an understanding of synthesis
- Differentiate the types of synthesis
- Analyze scholarly sources
- Synthesize information from two or more scholarly sources

Key Terms

- Argumentative synthesis
- Comparative scholarly works template
- Explanatory synthesis
- Individual scholarly works template
- Summary table
- Synthesis matrix
- Synthesizing

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Introduction

The literature review will likely be one of the longest sections in your dissertation, thesis, or capstone project. As such, it is important that the literature review accurately reflect what scholarly sources say about your topic. It is also important to communicate how the scholarly literature relates to your study. The best way to present the information from scholarly sources and how that information relates to your literature is by using your author's voice as you synthesize the information in the scholarly sources related to your research project. This chapter provides a discussion of how to synthesize scholarly sources and how to communicate how that information relates to your study in the literature review.

What Does It Mean to Synthesize?

Synthesizing is combining the ideas of two or more sources into a single sentence, passage, paragraph, or paper. According to Efron and Ravid (2019) synthesizing information from cited sources is “bringing together separate elements from the individual studies or pieces of evidence and weaving them logically together to produce a coherent whole in the form of an argument, a theory, or a conclusion” (p. 177). Most of your literature review should be a synthesis of scholarly sources (rather than merely paraphrases and/or summaries).

Types of Synthesis

When you write your literature review, primarily synthesize the information. The two main types of synthesis are explanatory synthesis and argumentative synthesis, which are also known as aggregative synthesis and interpretive synthesis (Efron & Ravid, 2019).

Explanatory (aggregative) **synthesis** is done to explain and bring together different perspectives from multiple sources and draw conclusions that are generalizable based on the information in those sources.

Argumentative (interpretive) **synthesis** is combining information from multiple sources to make an argument, explanation, or new concept or to expand a theory.

Analyzing and Synthesizing Related Literature

Before a research study can begin, researchers need a complete, clear, and comprehensive understanding of the problem being addressed, including the characteristics of the topic, the impetus of the study, and the

information desired (Bickman & Rog, 2009). The literature review is a process through which you synthesize current scholarly research and literature to identify historical aspects of the topic, common trends, and current implications of the proposed research. The literature review should address the cause or causes of the problem, elaborate on the current state of the literature regarding the problem, and present prior solutions to the problem or research questions. A well-written literature review will thoroughly address all three of these areas by analyzing and synthesizing the current state of the literature.

A poorly written literature review will present a collection of information from the abstracts of articles and/or the results sections of the articles. A solid literature review will note specific details of scholarly journal articles, such as data collection procedures, sample size, data analysis procedures, the participants, the context in which the information was presented, and conclusions drawn. Additionally, to write a thorough literature review, you will need to consider the trustworthiness, dependability, validity, and objectivity of each article and explain such considerations within the literature review. You may also present the strengths and limitations of the study in relation to your proposed problem.

As the researcher, it is your obligation to critically read and evaluate each source, which is the first step in synthesizing. Thus, it is vital for you to accurately evaluate and summarize and/or paraphrase the information in each source. If you do not understand the information well enough to accurately summarize it, you will not be able to synthesize the information (combine it with information from other scholarly works). The key to effectively accomplishing this is to determine the valid and relevant information in each article. A strategic method to do so is to complete the template below (or a similar one) for every scholarly source you consider for your literature review. In what follows, you will find a strategic approach to analyzing and synthesizing scholarly publications.

Journal articles must be analyzed individually, and they must be analyzed and synthesized collectively. This means, for each peer-reviewed journal article, the **individual scholarly works** template should be completed as a means of analyzing the journal article. As you complete the individual scholarly works template for each article, and as you review each source, you should also complete any or all the following:

Comparative scholarly works template

Summary table

Synthesis matrix

Individual Scholarly Works Template

The individual scholarly works template is a form you should complete for each scholarly article or source that is related to your study. You will complete each section of this form with the important details from each source. You may not use all the details in your literature review, but the information will help you better understand each source and the rationale for the original research described in source. Knowing the details will help you as you synthesize the information from multiple sources.

Individual Scholarly Works Template
Insert the correctly formatted reference and a link to the scholarly, peer-reviewed article.
What is the theoretical or conceptual framework, if presented?
What are the major topics presented?
Which words and/or authors are repeated often?
What data collection methods were used?
What data analysis methods were used?

Individual Scholarly Works Template
What are the results of the study?
What are the strengths of the article?
What are the limitations of the article?
How does this article address the problem or topic?
How does this work neglect to address the problem or topic?
What evidence does the article present regarding the problem or topic?
How does this article relate to your study?
Include two quotes containing key information that you may want to use in your literature review. Use correct formatting. Note: Literature reviews include very few, if any, quotes.
Identify resources cited in the article that may be useful to find, access, and read.

Comparative Scholarly Works Template

After you have completed the Individual Scholarly Works templates, you will select two sources and compare those scholarly works so you will be prepared to present your voice as the researcher. One effective method for accomplishing this is to complete the **comparative scholarly works** template. Making comparisons is an important key to writing an effective literature review in that comparing sources will allow you to determine what has been published and what has been shown to be effective. You will then present this information using your voice to make the comparison.

As you complete the template for this step of the literature review process, note that it is important to report the data as found, and this means including sources that offer a divergent perspective, if found in a review of the current literature. If you do not report all aspects, especially where findings are starkly different or opposed to each other, your review of the literature will be incomplete. Without a comparative analysis and synthesis, your literature review will result in a simple collection of other researchers' ideas rather than a presentation of the current state of the literature using your voice as the researcher.

Comparative Scholarly Works Template
Insert the correctly formatted reference and link to the first scholarly work.
Insert the correctly formatted reference and link to the second scholarly work.
What do these articles have in common? Write two sentences that demonstrate a synthesis of the two articles. Include at least one in-text citation in each sentence.
How are the results of these two articles different? Write two sentences that demonstrate a synthesis of the two articles. Include at least one in-text citation in each sentence.
How does the information in the two sources relate to your proposed study?

Summary Table

Once you have completed the Comparative Scholarly Works template, you can compare the key points or ideas of different articles using a Summary Table. In the **summary table**, list different articles in the left column, and label each column based on key points in the literature that are important and relevant to your

study. The following is a general summary table. You can generate a table that has more or fewer sources and/or more or fewer key points.

Summary Table					
	Point 1	Point 2	Point 3	Point 4	Point 5
Source 1					
Source 2					
Source 3					
Source 4					
Source 5					

The following is a partially completed summary table.

Summary Table					
	Historical	Legal	Characteristics of ASD	Success in Higher Ed	Transitions
Source 1					
Source 2					
Source 3					
Source 4					
Source 5					

Following this paragraph is an alternative example of a summary table. Although this table includes only key words and phrases, you can include brief summaries of information in each source, or you can evaluate and/or analyze the information in each source based on the column headings you include.

Summary Table					
	Psychological	Institutionalize	Kanner & Asperger	Characteristics	Causes
Buron & Wolfberg	Thought to be psychological' "refrigerator mothers"			Mental retardation; schizophrenia; language impairment; repetitive behaviors	
Chaidez et al.	Psychological				
Fitzgerald			Credited with origin		
Goldstein	"Wild boy"; thought to be			Language, social, and	

	psychological			communication difficulties; possible mental retardation	
Grandin	Psychological	Institutionalization recommended			
Mandal		Institutionalization recommended	Improved diagnosis criteria	Withdrawn	
Oslund	"Autistic psychopathy"			Poor communication skills; lack empathy; socially awkward	

You can also generate a summary table that includes different research design elements. When you complete the table, ensure you include sufficient detail so you can adequately synthesize the information and relate that information to your study. As with the previous examples, the column headings can be modified as you deem appropriate for your specific research topic.

Summary Table					
	Qualitative/ Quantitative	Participants/ Sample Size	Method	Results/ Findings	Discussion
Source 1					
Source 2					
Source 3					
Source 4					
Source 5					

As you can see from the preceding examples, the possibilities are virtually endless for the type and amount of information you can include in summary tables. By completing the table using headings that are relevant to and appropriate for your proposed research, you can have a clear overview of what different sources say about those headings.

Synthesis Matrix

The summary table is useful for compiling key points of different sources; the **synthesis matrix** is helpful when you have a variety of source types (journal articles, books, etc.) and those sources present the material differently based on the type of source. The sources included in the synthesis matrix should have common themes, and you will summarize those themes within the matrix for each source. The following is a general example of a synthesis matrix. You can add or delete rows and/or columns based on your study. Include enough detail so you can synthesize the information.

Synthesis Matrix

	Source 1	Source 2	Source 3	Source 4
Theme 1				
Theme 2				
Theme 3				
Theme 4				

When you complete the synthesis matrix, you summarize each source based on theme, being careful to include details; make sure you include information where the sources conflict with each other as well as where similarities exist. It is easy to discuss commonalities among sources, but it is vital that information that diverges from the norm be included as well. If you fail to include all aspects, your literature review will have inherent bias. Such bias needs to be eliminated to the greatest extent possible. You are to present what has been published even if you do not agree with the information.

Recall that the purpose of the literature review is to provide a synthesis of the existing literature on your research topic and to connect the existing literature to the proposed research. By completing the preceding templates, you are becoming a scholar on the topic of your research. As you complete these templates multiple times using different scholarly works, you should begin to notice information that is repeated. For example, you may notice the same authors are cited repeatedly. The repetition of authors is information to note because these are possibly the primary scholars in the field related to your topic. Also identify other repeated information within the scholarly works. For example, if your research topic is teacher retention, you may notice words and phrases such as high stress levels or low pay repeated across many articles. These words or phrases may later become themes for your literature review. Note repeated words in the individual scholarly work template, as you may want to refer to those articles when composing your literature review.

When scholarly works are compared to each other, you need to present the similarities and differences between them related to the current state of the scholarly literature regarding the purpose of your proposed research. The literature review is *not* simply a summary of the existing literature. According to Maxwell (2005),

The point [of the literature review] is not to *summarize* what has already been done in the field. Instead, it is to ground your proposed study in the relevant previous work, and to give the reader a clear sense of your theoretical approach to the phenomena that you propose to study. (p. 123)

The literature review should present a clear synthesis and analysis of the current literature on the topic of study. Additionally, a literature review is not a series of quotes found in the sources; you must use your voice to restate what the authors are saying after you synthesize that information. Again, direct quotes should rarely appear in a quality literature review.

Ways to Organize and Synthesize

In a literature review, the information must be organized so readers can understand the information, and it is easier to understand when the literature review has a logical flow and organization. There are several ways to organize and synthesize information for use in a literature review, and common ways to organize information are chronologically, methodologically, theoretically, and thematically.

Chronologically

When you organize and synthesize the information chronologically, you are organizing the information chronologically based on the date of publication of the cited sources. This method is used only when it is important to retain the sequential order of the information; it will rarely be used for dissertations, theses, or capstone projects.

Methodologically

Another way to organize information in a literature review is methodologically, which is grouping the different sources based on the research methods used and focusing on the themes or key findings evident from each research method. This organization style is used when the types of research methods used in the cited sources is most important for explaining the phenomenon in your proposed study. As with chronological organization, methodological organization is rarely used in dissertations, theses, or capstone projects.

Theoretically

Organizing information theoretically is another method that can be used, and this method is best used for the theoretical framework, especially if more than two theories are used in the study. When you organize the information theoretically, you will compare the different theories and clearly state how the theories relate to your topic.

Thematically

The most common way to organize and synthesize information in a literature review is thematically. To organize a literature review thematically, you will organize the based on themes that were discovered during the analysis of the current scholarly literature. Thematic organization is the most common method used in dissertations, theses, and capstone projects and is the method discussed in this book.

No matter which organization method you use, you must cite your sources. As you are reporting what has been published, each paragraph in your literature review should contain at least one citation. Many paragraphs, when correctly synthesized, will have citations from multiple sources, but citations for single sources are needed, especially when one source contradicts other sources. Each idea from the scholarly literature must be cited to give credit to the author of the idea. In the next chapter, you will learn how to begin the process of writing your literature review thematically.

Conclusion

The literature review is how you demonstrate your understanding of the current scholarly literature related to your research topic. It is important that your literature review be organized and that you synthesize the information from the sources cited. You will need to read several hundred (or even thousands) of scholarly sources as you prepare to write your literature review. It takes time and practice to write a quality literature review.

Chapter Highlights

It is important that the literature review accurately reflect what scholarly sources say about your topic and communicate how the scholarly literature relates to your study.

Synthesizing is combining the ideas of two or more sources into a single sentence, passage, paragraph, or paper.

Explanatory (aggregative) synthesis is done to explain and bring together different perspectives from multiple sources and draw conclusions that are generalizable based on the information in those sources.

Argumentative (interpretive) synthesis is combining information from multiple sources to make an argument, explanation, new concept, or expand a theory.

Before a research study can begin, researchers need a complete, clear, and comprehensive understanding of the problem being addressed including the characteristics of the topic, the impetus of the study, and the information desired (Bickman & Rog, 2009).

A well-written literature review will thoroughly address all three of these areas by analyzing and synthesizing the current state of the literature.

A poorly written literature review will present a collection of information from the abstracts of articles and/or the results sections of the articles.

A solid literature review will note specific details of scholarly journal articles, such as data collection procedures, sample size, data analysis procedures, the participants, the context in which the information was presented, and conclusions drawn.

Journal articles must be analyzed individually, and they must be analyzed and synthesized collectively.

Without a comparative analysis and synthesis, your literature review will result in a simple collection of other researchers' ideas rather than a presentation of the current state of the literature using your voice as the researcher.

Direct quotes should rarely appear in a quality literature review.

The most common way to organize and synthesize information in a literature review is thematically. To organize a literature review thematically, you arrange it based on themes that you discovered during the analysis of the current scholarly literature.

CHAPTER 6

How to Write an Outline



Chapter Outline

Introduction

How to Create a Literature Review Outline

How to Write a Literature Review Outline to **Narrow the Gap in the Literature**

How to Write a Literature Review Outline to **Solve a Problem**

How to Write a Literature Review Outline to **Improve a Practice**

Conclusion

Chapter Highlights

Objectives

By the end of this chapter, the reader will be able to:

- Develop a system for organizing information for a literature review
- Develop a basic outline for a literature review

Key Terms

- Topic sentence

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Introduction

Writing a literature review begins with an understanding of the style that is expected. A literature review is not meant to be poetic, and it is not meant to be a novel. A literature review is meant to be scholarly writing. Do not try to impress the audience with unnecessary adjectives. Get to the point and stick to the facts. When organized correctly, the literature review will provide a clear synthesis of current scholarly sources that will support your research (Torraco, 2016). A literature review should be written concisely. In other words, say as much as you can using the fewest words possible. To quote the famous Dr. Seuss:

So, the writer who breeds more words than he needs, is making a chore for the reader who reads.

One very important aspect of writing may seem elementary, but it is very important. Each paragraph of the literature review should begin with a topic sentence. A **topic sentence** introduces the reader to the topic of the paragraph. Each paragraph should have a topic sentence that introduces the main point of the paragraph, and every sentence in the paragraph should be directly relevant to the topic of the paragraph. The sentences in each paragraph should develop or expand the main topic of the paragraph. Each paragraph should end with a sentence that transitions to the main point of the next paragraph. The outline will be used as a tool to help you introduce a topic and transition to the next topic, and it will be easy to do if you have a detailed outline to guide you through the process. Without an outline, you are like a ship without a rudder and will likely end up lost in a sea of confusion and drowning in disorganized information. Note that the last sentence was written in a somewhat poetic fashion. This type of writing should not be included in a literature review.

How to Create a Literature Review Outline

Each institution will have specific requirements for the theoretical or conceptual framework and will dictate if the theoretical framework section is located before or after the related literature. Examples are provided with the theoretical framework located before and after the related literature, but you should check with your school's guidelines, dissertation chair, and/or mentor to ensure you put the sections in the required order.

An outline for a literature review should begin by incorporating the main topics you determined to be important during your review of the current literature and that must be covered in your written literature review. *Do not skip this step!* It is easier to revise an outline that is presented in an illogical sequence than it is to rewrite an entire literature review that is ordered illogically, so start with the outline rather than with the review itself. When researchers omit this step, they waste a lot of time rewriting because their work is disorganized. It is difficult to write a logical literature review without an outline. The outline will guide your writing in a logical manner. The main points of the outline will become the main headings for your literature review. Begin with the main topics you think must be included; then add sub-headings underneath the main headings to further organize your work.

As you read and analyzed the hundreds or thousands of scholarly articles and other sources, you established commonalities and divergent themes via the individual scholarly works template and the comparative scholarly works template (as discussed in Chapter 5). These themes may become headings for your outline and ultimately your literature review. Categorize the information from the templates into major themes. Look for words that were repeated to help you determine the major headings for your literature review. When your literature review is complete, the following information should be established:

- The theoretical or conceptual framework for your study
- Historical aspects of the topic
- What factors impacted the topic or caused the problem
- How the topic has been addressed in the past or how the problem has been solved in the past
- A critical synthesis and analysis of the existing literature
- Well-established presentation of previous research and how the proposed research may advance previous research

- A clear demonstration of the researchers' critical analysis and knowledge regarding the topic

All the preceding elements are critical components of a thorough literature review that will help to establish you as a scholar in the field. An outline will help you to reach this goal. The following is an example of a basic outline for a literature review. Writing a basic outline is a great way to start a literature review. Note that this literature review outline begins with the theoretical framework. Some literature reviews begin with the related literature section and end with a theoretical framework section. Others use the reverse order. Some literature reviews do not include a theoretical framework, and some weave theoretical considerations throughout the study. Every study will be unique.

How to Write a Literature Review Outline to

Narrow the Gap in the Literature

Below is a very simplistic outline for a literature review to narrow the gap in the literature that establishes a rudimentary idea of how to begin to make an outline to guide you as you write your literature review.

Outline: Gap in the Literature

- I. Overview
- II. Theoretical Framework
- III. Related Literature (other headings will be added as dictated by your topic)
- IV. Summary

This is a very simplistic outline for a literature review, but it establishes a rudimentary idea of how to begin to make an outline for a literature review. Now, it is time to expand this outline to incorporate the information you learned while reading through the scholarly literature. The following topic will be used to build this outline:

The purpose of this literature review is to provide an overview of the current literature that pertains to academic support of students with ASD in higher education. The theoretical framework for this literature is grounded in disability theory as defined by Barnes (1991, 2003) and Denhart (2008).

The general outline is expanded as follows to include more specific information as it was discovered during the review of the literature:

- I. Overview
- II. Theoretical Framework
 - a. Reason for a Theoretical Framework
 - b. Disability Theory (Barnes, 2003; Denhart, 2008; Oliver, 1990; Oliver & Barnes, 2012)
- III. Related Literature
 - a. Historical Aspects of ASD
 - b. Legal Aspects Related to Students with ASD
 - c. Characteristics of ASD
 - d. Success in Higher Education
 - e. Transitions/Transition Plans
 - f. Support
 - g. Twice Exceptional
- IV. Summary