ANALYSIS OF SCIENTIFIC LITERATURE #1 & #2

Directions
You will write two (2) Analyses of Scientific Literature papers. Each will be a 3 to 4 page critique of an empirical research study that has been published in a peer-reviewed academic journal. The specific paper to be critiqued will be given to you by your instructor. For the second Analysis of Scientific Literature you will need to find your own peer-reviewed paper, by first selecting a relevant topic from the list of suggested topics further down in this packet. Furthermore, this article will be the same one that you will use for your class presentation. The article must be turned in with your written assignment. Your instructor will provide you with specific information on how to select a topic, how to find a worthwhile study to analyze, and how to turn in your Analyses of Scientific Literature.

After the first Analysis of Scientific Literature, you will receive feedback on your critical evaluation skills. Please use this feedback when preparing the second Analyses of Scientific Literature.

Please see the syllabus for the due dates for the two different analyses. Late papers will receive lower grades, so please be sure to turn your paper in on time.

Each student must do his/her own work; plagiarism will not be tolerated and will result in a failing grade on the assignment and the student being reported to the Office of Student Conduct and Ethical Development. Prior to grading, all papers will be scanned by Turnitin.com. Your instructor will provide additional information regarding use of turnitin.com.

Form and Style Guidelines
Your paper should:
• be written in narrative, paragraph format;
• be written in formal style-3rd person only (do not use 1st or 2nd person, such as “we”, “I” or “you”);
• NOT use direct quotes or copied material from a source. Instead, paraphrase the source material using YOUR OWN WORDS and cite appropriately in APA format.
• use past tense when describing the research;
• be typed, double spaced, and 3-4 pages in length;
• be in a font size that is Times New Roman 12 point or similar size (easy to read);
• be left justified (do not right justify/align, which centers text) and have 1 inch margins;
• be submitted according to your instructor’s directions. Some will require materials be turned in on Canvas. Others will require materials be submitted in a plain file folder with your name in the tab, a copy of your references in APA format, and the Grading Sheet and Plagiarism Contract as the first page.

Guidelines for Analyzing Research:
Be sure to consider the suggestions from lecture and the handout “How to Understand and Interpret Food and Health-Related Scientific Studies” when analyzing the articles. Use the questions on the next page as a guide to critically evaluate each section of the paper.
Analyses of Scientific Literature #1 & #2

**Purpose:** To understand how to critically read and analyze research articles.

**Your instructor will provide you with an article either on his or her web page or Canvas.**

**Directions**

In a 3 to 4 page essay, answer all of the following questions based on the article provided:

1. What is the research problem? Another way to think about this is: Why was this study conducted? (briefly describe & analyze)
2. What is/are the hypothesis/hypotheses stated by the author(s)? (briefly describe & analyze)
3. A. Who were study participants (how many were there)? How were they recruited? B. What were the inclusion/exclusion criteria? (briefly describe & analyze)
4. What was the study design? (briefly describe & analyze)
5. What were the results? (briefly describe & analyze)
6. Did the results support the authors’ hypothesis/hypotheses? Why or why not?
7. What was/were the limitation(s) and strength(s) discussed by the author(s)? (These are usually in the Discussion/Conclusion section of the article.) List other strengths and weaknesses you were able to identify that may not have been discussed by the author(s).
8. A. What conclusion(s) did the author(s) make? B. How can the research findings be applied? If no applications were suggested by the authors, in third person describe how you think the findings could be applied. Based on this study and past research discussed in the Introduction, what are directions for future research?

Use your own words to discuss the answers using information from the article. DO NOT use direct quotes or copied material from the article. Instead, paraphrase the source material using YOUR OWN WORDS and cite appropriately in APA format. Do not include the questions. Your paper should be written in paragraph form; it should NOT be a list of the questions and your responses. Your paper should be submitted to turnitin.com to check for plagiarism.

Please check with your instructor for further instructions on how to turn in assignments.
NUFS/KIN 163 GRADING CRITERIA
FOR RESEARCH ANALYSIS

“A” papers (receiving 90% or more of the total points) have the following characteristics:

- Carefully follow the content guidelines given by the instructor; answer all questions posed on the critique outline;
- Carefully follow the guidelines for format; which includes not exceeding by more than one-half page the maximum double-spaced pages allowed;
- Are written in standard English, at an upper division college level, with complete sentences and appropriate paragraphs;
- Are written in the student’s own words, without using direct quotes or copied material from the source;
- Are free of redundancies, and have, at most, only 2-3 spelling and/or grammatical errors;
- Develop each section of the critique in a clear and logical fashion; have smooth transitions from one sentence or idea to another;
- Include insightful interpretation that goes beyond the obvious or what the authors disclosed;
- Cover all of the major aspects of the assignment without going off track or padding;
- Are turned in on the due date and prior to the start of lecture.

“B” papers (receiving 80-89% of the total points) usually differ from an “A” report in one or more of the following ways:

- Show less care in following the guidelines;
- Have a few lapses in good writing;
- Have less than full clarity in expression of ideas and interpretations;
- Show some tendency to go off track, pad the paper or have redundancies;
- Are turned in one day or partial day (after the start of lecture) late.

“C” papers (receiving 70-79% of the total points) usually differ from an “A” paper in more than one of the following ways:

- Show minimal care in following guidelines;
- Have more than a few lapses in good writing;
- Use some ambiguous descriptions in the analysis or interpretation;
- Go off track, pad the paper, or have redundancy in more than one instance;
- Are turned in two days after the due date.

Papers less than “C” (receiving less than 70% of the total points) usually differ from an “A” paper in more than one of the following ways:

- Do not follow guidelines;
- Are poorly written;
- Fail to interpret information correctly, or answer questions clearly;
- Frequently wander off track, are “padded” with extraneous information, or are redundant;
- Are turned in more than two days after the due date.
Name ____________________

**GRADING SHEET FOR ANALYSIS OF LITERATURE #1 & #2**
ATTACH THIS SHEET TO THE FRONT OF YOUR PAPER (IF REQUIRED)

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Followed directions, originality report obtained, format</th>
<th>Major flaws in following directions, format.</th>
<th>Followed some, but not all directions; and/or some formatting errors.</th>
<th>Excellent format.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possible Points</td>
<td>0-1</td>
<td>2-4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Writing, syntax, spelling, grammar</td>
<td>Major flaws in writing, syntax, spelling and/or grammar</td>
<td>Some errors in writing, syntax, spelling and/or grammar</td>
<td>Well written.</td>
<td></td>
</tr>
<tr>
<td>Possible Points</td>
<td>0-5</td>
<td>6-8</td>
<td>9-10</td>
<td></td>
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</tbody>
</table>

| Question 1 | Stated problem clearly. | Poor; showed lack of understanding | 0-1 | 2-3 | 4 |
| Question 2 | Described hypothesis/research question/goal clearly. | Average | 0-2 | 3-4 | 5 |
| Question 3 | Participants, inclusion, exclusion criteria. | Very good-excellent | 0-1 | 1.5 | 2-3 |
| Question 4 | Described study design | Shows high level understanding | 0-2 | 3-4 | 5-6 |
| Question 5 | Described results clearly. | | 0-2 | 3-4 | 5-6 |
| Question 6 | Results relative to hypothesis/research question/goal. | | 0 | 1 | 2 |
| Question 7 | Limitations & strengths described. | | 0-1 | 1.5 | 2-3 |
| Question 8 | Future research; conclusions, applications. | | 0-2 | 3-4 | 5-6 |

Subtotal

5 points will be deducted for each calendar day or partial day late
Deductions ___________
Your Total _______

**PLAGIARISM CONTRACT**

I acknowledge that I have not committed plagiarism in the process of writing this paper. I have cited the appropriate sources and given credit to the authors’ works. I also acknowledge that this paper is my own work and that I have not plagiarized or received answers from fellow classmates or other students.

I understand that plagiarism will result in a ZERO for the paper, and other possible academic sanctions, including a report to the appropriate academic authorities.

Signature __________________________ Date ___________
GUIDELINES FOR ORAL PRESENTATION OF ANALYSIS OF SCIENTIFIC LITERATURE #2

Using assigned specific topics, each group will be required to engage in a cooperative effort whereby each individual in the group will be allowed approximately 5 to 6 minutes to lead a discussion on his/her article (original research) related to the assigned topic. Each individual should present a different side of the topic using a different journal article. Your instructor will assist you in determining topics for your presentation. The presentation should go beyond the scope of the textbook. Students are encouraged to use current topics in nutrition and exercise or controversial issues. Instructor approval is needed (one week in advance) regarding the appropriateness of your article.

Preparation: Each student is required to review one original research article (primary reference), but can also use textbooks for additional background and support. Information from this article must be incorporated into the presentation, and all reference(s) must be cited by authors’ last names and year of publication during the presentation. Each student in the group will present a different study dealing with a unique aspect of the overall topic. When possible, a variety of opinions should be presented.

Presentation

- The presentation should include an evaluation (critique) of the research article, including the purpose of the research, methodology, results, conclusions, limitations, and applications to the “real” world. Compare and contrast studies. Students are encouraged to evaluate studies that provide differing results. Students should be creative and use any or all of the following in their presentations: demonstrations, visual aides (overheads, charts, handouts), and other techniques to inform and interest the class. Place your requests for University audiovisual equipment at least 7 days before your presentation. If using PowerPoint, bring presentation on a memory stick.
- The instructor, as well as other students, will pose questions to the group after the presentation. Discussion of the presentation can help to assess the class knowledge of the presented material. Material in these oral presentations will then be tested in class exams.
- The group should collaborate on an introduction to the topic, as well as a conclusion that provides a summary and “take home message.”

Paper: Each student will provide a paper (typed) to the instructor prior to the presentation, along with the appropriate grading sheet. This paper serves as “RESEARCH ANALYSIS #2” and should follow the same format and instructions used for the first Research Analysis. This paper will be corrected separately from the presentation and returned to students.

Evaluation of the oral presentation will be based on the following: (see rubric on p. 8)

1. Presentation skills (including adherence to time guidelines; organization of presentation/preparedness; effectiveness of oral presentation (e.g., delivered without excessive reliance on notes); and effective use of visual aids/ability to interest audience).
2. Ability to critically evaluate scientific research;
3. Ability to define/demonstrate practical application of the material;
4. Appropriateness of nutrition/fitness article;
5. Ability to compare & contrast article with other articles in group/contribution to group summary & conclusions.

This assignment is worth a total of 50 points and grades will be assigned as follows:

1. Up to 25 points for each individual contribution
2. Up to 25 points as a group grade (the group grade will be the average percentage of the sum of the individual grades)
SUGGESTED TOPICS FOR NUTRITION PRESENTATIONS
Please choose from this list or choose your own topic (approved by instructor)

LIPIDS/FAT
Possible sub-topics
• Dietary fat recommendations/needs for children (< 2 yr olds), elderly
• Dietary fat and risk for various cancers
• Omega-3 fatty acid (linolenic acid) and treatment or prevention of diseases
• Fat replacements used in the food industry

PROTEIN and AMINO ACID SUPPLEMENTS
Possible sub-topics
• Whey protein supplements for weight (muscle) gains
• Glutamine and the immune system and/or muscle recovery in athletes
• Creatine supplementation: effects on strength performance OR effects on endurance performance
• Nitrogen balance studies in determining protein needs for athletes
• Branched-chain amino acids and exercise performance

DRUGS, SUPPLEMENTS, HERBS & DIETS FOR WEIGHT CONTROL
Possible sub-topics:
• Evaluate hydroxycitrate supplement for weight loss
• Evaluate ketogenic diets for weight loss
• Evaluate intermittent fasting for weight loss
• Evaluate/review the “Phen-Fen” drugs
• Evaluate/review the over-the-counter drug phenylpropanolamine, Alli, etc.
• Evaluate ephedrine (ephedra), EGCG, ginseng or Hoodia and weight loss

DISORDERED EATING ISSUES and OBESITY
Possible sub-topics
• Eating disorders: case studies, adverse complications, therapies, etc.
• Childhood obesity: prevalence, causes, and treatment
• Research in the area of obesity and genetics
• Adult obesity

VITAMINS & MINERALS IN HEALTH
Possible sub-topics
• Vitamin E’s role in reducing risk of heart disease or cancer
• Zinc and the common cold
• Folic acid deficiency and birth defects
• Folic acid, B6, and/or B12’s role in preventing heart disease
• Iron deficiency effects in the young (children)
• Vitamin D status and supplementation in the older population

VITAMINS, MINERALS & HERBS IN EXERCISE PERFORMANCE
Possible sub-topics
• Iron deficiency & anemia in female athletes
• Coenzyme Q10 and exercise performance OR Ginseng supplementation and exercise performance
• Vanadium and body composition
• Antioxidant supplementation (such as vitamin E and vitamin C) and exercise
• Medium-chained triglycerides (MCTs) supplementation and exercise performance/body comp
SUGGESTED TOPICS FOR FITNESS PRESENTATIONS

EXERCISE AND AGING
Possible sub-topics:
• Effects of training on muscle strength and/or muscle mass of older adults, including underlying mechanisms
• Effects of training on cardiovascular function in older adults, including underlying mechanisms
• Effects of exercise and aging on changes in flexibility and mobility
• Effects of training on body composition of older adults.
• Exercise and the prevention of falls in older adults, as well as other changes in balance and equilibrium

EXERCISE AND COGNITION
Possible sub-topics:
• Effects of exercise on cognitive function
• Exercise and brain-derived neurotrophic factors
• Exercise and prevention/treatment of Alzheimer’s disease and/or dementia

EXERCISE IN DIVERSE ENVIRONMENTS
Possible sub-topics:
• Environmental impact on individuals exercising in the heat
• Environmental impact on individuals exercising at high altitudes
• Environmental impact on individuals exercising in polluted environments
• Environmental impact on individuals exercising in cold environments
• Environmental impact on individuals exercising in water environments

TRAINING CONSIDERATIONS
Possible sub-topics
• Effects of detraining on cardiovascular fitness
• Effects of detraining on muscle fitness
• Effects of strength training on cardiovascular function
• Effects of overtraining

PERFORMANCE-ENHANCING DRUGS AND EXERCISE
Possible sub-topics
• Effects of anabolic steroids on training and performance
• Effects of caffeine on endurance or strength performance
• Effects of growth hormones on exercise and sport performance

EXERCISE PRESCRIPTION FOR DIVERSE POPULATIONS
Possible sub-topics
• Effects of training on women during pregnancy OR effects of training post-pregnancy
• Role of physical activity in the prevention or treatment of childhood obesity
• Role of physical activity in preventing Type II diabetes
• Exercise and prevention or treatment of hypertension
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<th>Poor</th>
<th>Adequate</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
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### 2. Ability to critically evaluate scientific research

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<tr>
<th>Unacceptable/Poor</th>
<th>Needs improvement</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
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<tbody>
<tr>
<td>No attempt to evaluate study or evaluative statements unsupported or inappropriate</td>
<td>Student’s opinion of the article is not clear; critical thinking is not evident</td>
<td>Student’s opinion of the article is stated, along with critical evaluation of the article’s premise and/or argument, but some significant points are overlooked</td>
<td>Includes critical thinking that clearly states the student’s opinion and some evaluation of the article’s premise and/or arguments but overlooks some points</td>
<td>Includes critical thinking that clearly states the student’s informed and substantiated opinion, thorough evaluation of the article’s premise, and supporting points</td>
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### 3. Ability to define/demonstrate practical application of material

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<th>Unacceptable/Poor</th>
<th>Needs improvement</th>
<th>Good</th>
<th>Very good</th>
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<tr>
<td>No attempt made to describe context of study or practical application of material</td>
<td>Attempt made to discuss practical application but missed the mark</td>
<td>Good attempt made to discuss practical application but could be improved</td>
<td>Practical application of material clearly described</td>
<td>Practical application of material very clearly described by providing a number of examples</td>
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### 4. Appropriateness of nutrition/fitness article

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<th>Excellent</th>
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<td>1.5</td>
<td>1.75</td>
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### 5. Ability to compare & contrast article with other articles in group; including contributions to group summary and conclusions, as well as group introduction

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<th>Poor</th>
<th>Below average</th>
<th>Average</th>
<th>Very good</th>
<th>Excellent</th>
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<tr>
<td>Student fails to mentions how article compares and contrasts with others’ article; demonstrates low or non-existent level of understanding regarding how article chosen fits in with other articles; fails to include article in introduction and conclusion.</td>
<td>Student fails to mentions how article compares and contrasts with others’ article or does not correctly put article in context; demonstrates low level of understanding regarding how article chosen fits in with other articles; fails to include article in introduction and conclusion</td>
<td>Student does an adequate job explaining how article compares and contrasts with others’ article; demonstrates average level of understanding regarding how article chosen fits in with other articles; fails to include article in introduction and/or conclusion.</td>
<td>Student does a very good job explaining how article compares and contrasts with others’ article; demonstrates good but not great level of understanding regarding how article chosen fits in with other articles; includes article in introduction and/or conclusion.</td>
<td>Student does an excellent and thorough job explaining how article compares and contrasts with others’ article; demonstrates high level of understanding regarding how article chosen fits in with other articles; includes article in introduction and conclusion.</td>
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Total Points – Individual  
Total Points – Group Average  
GRAND TOTAL POINTS  

Revised 011519
CONSUMER PRODUCT: FITNESS & NUTRITION papers

Purpose of the Assignments: to evaluate a printed or electronic advertisement in an effort to encourage the student to become a more critical consumer. The advertisement will be evaluated by comparing the claims made in the ad to scientific evidence and research findings.

Assignment Format
Page 1: Consumer Product Grading Sheet
Page 2: Advertisement
For Nutrition: your instructor will provide a copy of the nutrition ad or URL in class and on Canvas.
For Kinesiology: you will select your own kinesiology ad. Tape, glue, or staple the original advertisement to an 8.5 by 11-inch sheet of paper. Provide the source of the advertisement, giving title, page, and date of publication. Pick an advertisement that has some substance to it; the less the ad says, the harder it is to critique. Please note: Original advertisements should not come from library sources/magazines!

Pages 3 to 5 (or 6): Consumer Product Analysis
This section contains your analysis of both the ad itself and the product advertised; it should be 3-4 pages. You should comment on the positive aspects (praise) and the negative aspects (criticism) of the ad. Your analysis should be in paragraph form, and critical comments should be well developed. When discussing scientific articles to analyze the product, please do not use direct quotes or copied material from the scientific articles. Instead, paraphrase the information in your own words and cite appropriately in APA format. In the text of your paper, the author & year of the scientific source should be indicated. When more than two authors are cited, “et al.” may be used as per APA format (however, remember to include all names on Reference Page.). See example below:

According to Maughan et al. (2013), creatine supplementation has been shown to significantly increase total body mass in subjects over a 4-week period.

When discussing the advertisement or product description, you may make limited use of short quotations (<40 words) from the ad or product description, but they should be in APA format and cited properly with page numbers, and author/year.

When critically evaluating the product, consider the following questions, if appropriate, but do not limit your critique to only these questions:

- Is the use of this product supported by scientific evidence? If so, are there any conflicting results among various studies? Do the subjects’ age, health condition, fitness level, etc. match those for whom the ad is directed? Were there limitations and/or flaws in these studies? Describe the studies, as appropriate, to defend your statements and give evidence for or against the claims made in the ad.

- What, if any, contribution would the consumption or use of the product make to the nutrient intake, physique, or fitness level of the intended consumer?

- Could some less expensive product be used to obtain the same results?

- What hazards/adverse effects might be associated with the use of this product? Are there any conditions (e.g., medical, age-related) that would contraindicate the use of the product?
When critically evaluating the advertisement, comment on the text, and use of color and graphics. You need to consider the following questions:

- Who appears to be the intended consumer?
- What techniques are used to draw the attention of the reader? Are they successful or not? Again, consider wording, terminology, graphics and more.
- Is the ad straightforward and factual? Explain.
- Is any important information omitted that should be disclosed to the consumer?
- What gimmicks are used to sell the product? Were the gimmicks successful?

**Page 6 or 7: References**

Title- this is a separate page and should be headed “References” at the top center of the page.

List the source of the advertisement, and alphabetically list the references used to support your evaluation. Do not alphabetize “within” each reference by changing the original order of authors. However, alphabetize your order among the various references, using the last name of the 1st author of each reference.

You may use the course textbooks. However, in addition, **you must use at least 3 other reliable (peer reviewed) references to support your analysis. References need to be current (published within the last 10 years) and must be cited in the evaluation.** Give the full publication information of each reference used, including all author(s), title of article and journal or title of book, year of publication, volume or edition, and page number(s).

**Indentation -** Although the current *Publication Manual* advises standard (five spaces, first line) indentation for the reference list, this is primarily designed to make typesetting easier; the typeset version will have hanging indents (first line flush left, following lines five spaces indent). We recommend for this paper that you use hanging indents for enhanced readability. We have formatted our sample references list with hanging indents.

**Capitalization -** Capitalize only the first word of book titles and articles and the first word after a colon. However, for name of journals, capitalize first letter of all major words.

**Punctuation -** Use a comma to separate:

- Surnames from initials
- A journal title from volume number
- A volume number from page numbers
- When given, an issue number from page numbers
- (Ed.) from book title
- City of publication from state

**Spacing -** All entries (the entire page) should be **double-spaced.**

References should be completed in American Psychological Association (APA) format. See examples below.

**Journal article:**

Book (other than first edition):

Article or chapter in edited book:

Electronic Reference (see note of caution below):

Quality of References: Acceptable references include any reliable, professional, nutrition, physical education, sports medicine, or scientific journal or book. Unacceptable references include popular magazines (e.g., Runner’s World, American Health, Prevention, Muscle and Fitness) or popular books (The Zone Diet, 50 Ways to Stay Fit on a Busy Schedule, Total-Life Exercise Book). IF YOU ARE UNSURE OF THE RELIABILITY OF A REFERENCE, CHECK WITH YOUR INSTRUCTOR! Refer to the syllabus for a partial list of acceptable periodicals and on-line resources.

You may contact our reference librarian to make an appointment at the library for help in using the databases and searching for appropriate references. See green sheet for contact information.

Use of WWW pages: The World Wide Web (The Internet) is an unmonitored, un-refereed source of information. Consequently, information may be accurate or inaccurate, and each page must be judged for accuracy and reliability. Authoritative web pages are written by individuals with appropriate credentials (e.g., Ph.D., R.D., M.D., etc.) and should cite references used to write the page. Pages that are sponsored or maintained by the seller of a product are most often biased toward the product and should be read with this in mind. We highly recommend that you only use journal articles (or articles coming from professional sources). Again, if you are unsure of the reliability of the source, check with your instructor.

General Paper Form and Style Guidelines
Your paper must:
• Be written in narrative, paragraph format, typed and double spaced
• Be written in the 3rd person (do not use first or second person, such as “we”, “I” or “you”)
• Be written in the past tense when describing the research study
• Not use direct quotations or copied material from the scientific sources
• Be in a font size that is New York Times 12 point or similar size (easy to read)
• Be left justified (but do not right justify/align, which centers the text); have 1 inch margins all around
• Have numbered pages
• Submitted in the manner requested by your instructor, including the grading rubric and plagiarism contract.
**Name ________________________________________**

**CPNSUMER PRODUCT GRADING SHEET**
*(please attach this sheet to the front of your paper)*

<table>
<thead>
<tr>
<th>Section</th>
<th>Poor</th>
<th>2</th>
<th>3.5</th>
<th>4</th>
<th>Very Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Format/appearance/organization/complete information APA format</td>
<td>0-1</td>
<td>2</td>
<td>3.5</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>References (number and quality)</td>
<td>0-1</td>
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<td>3.5</td>
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</tr>
<tr>
<td>Use of references in paper (appropriate citations for all references)</td>
<td>0-1</td>
<td>2</td>
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<td>Quality of writing (syntax, grammar, spelling)</td>
<td>0-5</td>
<td>6</td>
<td>7-8</td>
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<td>10</td>
</tr>
<tr>
<td>Critical evaluation of advertisement (text, color, graphics)</td>
<td>0-5</td>
<td>6</td>
<td>7-8</td>
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<td>10</td>
</tr>
<tr>
<td>Critical evaluation of product (how claims of ad relate to scientific evidence)</td>
<td>0-7</td>
<td>8-9</td>
<td>10-11</td>
<td>12-13</td>
<td>14-15</td>
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</tbody>
</table>

Subtotal: _____________________

5 points will be deducted for each calendar day or partial day late

Deductions: __________

Total possible points = 50

Your Total: __________

**PLAGIARISM CONTRACT**

I acknowledge that I have not committed plagiarism in the process of writing this paper. I have cited the appropriate sources and given credit to the authors’ works. I also acknowledge that this paper is my own work and that I have not plagiarized or received answers from fellow classmates or other students.

I understand that plagiarism will result in a ZERO for the paper, and other possible academic sanctions, including a report to the appropriate academic authorities.

Signature __________________________ Date __________