To help you prepare a quality CB, and understand the review feedback, this document includes:

A. A list of suggested items to check on your CB, before you turn it in, based on common problems in past semesters, and
B. An explanation of the review matrix used to provide feedback on the CB.

A. Common Mistakes, Errors and Problems

Here are some tips for checking your CB before submission, based on some, but not all, common errors and problems that have occurred in previous semesters. This is intended to help you check the accuracy and completeness of your report. It is not a complete list of all factors used to evaluate, review and grade the report.

General

1. Is report within length limits? Abstract – 200 words or less? Main body – 1000 words or less? (Use Word to check word count: Word > Tools > Word Count)
2. Use correct font style and size? (See CB instructions and course documents for acceptable fonts and sizes)
3. Is p. 1 heading information correct? Is header for p.2 onwards correct? (See CB instructions)
4. Is a page break used to start a new page to ensure text remains aligned at the top of the page? (Don’t insert blank lines to create a new page; text will not align correctly.)
5. Is all writing in present tense, 3rd person only? Use he, she, it, they, them; do not use I, me, we, us, you.
6. If abbreviations are used, are the full terms/name/title fully explained the first time, with abbreviations also shown? Such as, a Database Management System (DBMS) is an important part of the technology infrastructure in today’s libraries.
7. Are all sources shown where used within the report text and listed in the References? (Every source listed as a Reference must be shown where used within the report text, with an “author/year” reference such as (Schneier, 2002) or (Schneier, 2002, pp. 112-117). If a source is used at different places in the report, then indicate the source each time. See APA manual, 6th edition for details, explanation of when page numbers are required, and examples of citations for different types of sources.

Abstract

1. Report objectives shown in the Abstract, as well as the Introduction section? (See CB instructions.)
2. Summary of examples shown in the Abstract?
Main Body
1. **Introduction** – report objectives specified?
2. **Definition** – is topic clearly defined? Is definition consistent with the examples and explanations given in the report?
3. **Purpose and Implications** – is this clearly organized and consistent with the definition of the topic?
4. **Examples** – are at least 3 separate examples used? Are they related to, support and further explain the topic?
5. **Conclusion** – does this section close the report clearly? If comments made by author, are they relevant to the explanations provided?

References
1. Is first line of each entry in "hanging indent"* format? Is single-space used within the full citation, and double-spaced between each citation entry? (APA suggests double-spacing within the full citation, but single spacing helps save paper. Use a blank line or double space between each full citation reference.)
   *See hanging indent below, and Dr. Schamber’s "Tips for Coursework".
2. Are sources listed in alphabetical order, by author’s last name? Do not use numbered references or footnotes in the report.
3. Are citations complete, accurate and follow the APA citation manual (6th edition) for author, title, date, volume, etc. format?
4. Is each source actually used in the report? (If the source is not used, no need to include it in the References.)
5. Does each source have a corresponding author/year (and pg. # if needed) entry in the report? (See APA manual, 6th edition for details, explanation of when page numbers are required, and examples of citations for different types of sources.)
   
   Samples of what in-text citations might look like; see APA manual for exact format.

   As shown in Hoski’s 2002 study on the use of innovative OPAC design for genealogical collections …

   Searchers of specialized collections, such as genealogy or archival materials, may be more successful with a unique OPAC design (Hoski, 2002, pp. 11-12) rather than standard library OPAC systems…

Hoski, V. 2004. The study of OPAC design upon the searcher’s acceptance of new database structure and searching options in genealogical, historical, archival and museum collections …
B. Concept Briefing Review Feedback

Report feedback is provided 3 ways, and included within the reviewed CB document that is mailed back to the student:

- Summary feedback is shown on the “feedback matrix” (see below) on p.1 of the reviewed CB
- Summary comments are included below the matrix
- Additional detailed comments may be included within the text of the report, such as:
  - Grammatical corrections
  - Comments on specific content within a section
  - Corrections to content within a section
  - References corrections and comments

Feedback Matrix

Total Points: nn (point scale from 100 to 70 or lower)

<table>
<thead>
<tr>
<th>Content</th>
<th>Excellent – Consistently high quality, demonstrates significant insight and ideas, exceeds assignment requirements in application of course concepts and independent research.</th>
<th>Good – Occasional high quality, applies own ideas, insights and research to course concepts.</th>
<th>Meets requirements – few/low errors or issues.</th>
<th>Poor – Does not meet report requirements, has significant errors or issues.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Count:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Abstract:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Main Body:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>References:</td>
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<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-text:</td>
<td>OK</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>List:</td>
<td>OK</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completeness:</td>
<td></td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abstract – objectives, examples summary.</td>
<td></td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other sections have req’d components.</td>
<td></td>
<td>N/A</td>
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<td></td>
</tr>
<tr>
<td>Writing and content</td>
<td></td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td></td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examples</td>
<td></td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Format (header/footer, page numbers, etc.)</td>
<td></td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall reviewer feedback</td>
<td></td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other comments:
1. Details comments on particular sections or issues.
2. Overall comment on report quality, completeness, accuracy.
Examples of Feedback from Previous Semesters

High Quality Concept Briefing Report

Total Points: 95

<table>
<thead>
<tr>
<th>Content</th>
<th>Excellent – Consistently high quality, demonstrates significant insight and ideas, exceeds assignment requirements in application of course concepts and independent research.</th>
<th>Good – Occasional high quality, applies own ideas, insights and research to course concepts.</th>
<th>Meets requirements – few/low errors or issues.</th>
<th>Poor – Does not meet report requirements, has significant errors or issues.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Count: Abstract: 201 Main Body: 1002</td>
<td>N/A</td>
<td>N/A</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>References: In-text: OK List: OK</td>
<td>N/A</td>
<td>N/A</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Completeness: Abstract – objectives, examples summary. Other sections have req’d components.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing and content</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examples</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Format (header/footer, page numbers, etc.)</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall reviewer feedback</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other comments:

1. Need to use “hanging indent” format in first line of each source; see CB instructions
2. Good Abstract establishes the context and relevancy of your topic.
3. Overall, report is clearly written, presents a relevant overview of your topic, includes insightful comments on your research findings as well as your own ideas. Provides all required content, well-supported by examples and incorporates appropriate selections of your sources. Good work!
### Concept Briefing Report Barely Met Minimum Requirements

Total Points: 80

<table>
<thead>
<tr>
<th>Content</th>
<th>Excellent – Consistently high quality, demonstrates significant insight and ideas, exceeds assignment requirements in application of course concepts and independent research.</th>
<th>Good – Occasional high quality, applies own ideas, insights and research to course concepts.</th>
<th>Meets requirements – few/low errors or issues.</th>
<th>Poor – Does not meet report requirements, has significant errors or issues.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Count:</td>
<td>Abstract: xx Main Body: xx</td>
<td>N/A</td>
<td>N/A</td>
<td>✓</td>
</tr>
<tr>
<td>References:</td>
<td>In-text: No List: OK</td>
<td>N/A</td>
<td>N/A</td>
<td>✓ (only 2 sources shown where used within report text. Where is Schneier source used in report?)</td>
</tr>
<tr>
<td>Completeness:</td>
<td>Abstract – objectives, examples summary. Other sections have req’d components.</td>
<td>✓ (Abstract is missing report objectives, and summary of examples.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing and content</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examples</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Format (header/footer, page numbers, etc.)</td>
<td></td>
<td>✓ (Report headers are not formatted correctly, nor is p. 2 header)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall reviewer feedback</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other comments:

1. Need to include report objectives, and summary of examples in the Abstract section. See CB instructions.
2. Missing an author/year reference within report text for Schneier source. Need to indicate within report text where each source from Ref. list is used (such as (Schneier, 2002, pp.112-117). See “Tips for Coursework” and CB instructions.
3. Report sections are not formatted correctly; each section heading needs to be left- aligned on page. See CB instructions.
4. In Word, insert a real page break (Insert > Page Break) to keep text aligned at top of new page; using blank lines causes text to “float” down the page when new lines are added.
5. References list needs “hanging indent” format for first line of each source entry; see Tips for Coursework.
6. Report barely meets minimum content requirements, and does not meet all format requirements. Report presents a very basic overview of topic, with basic examples and use of sources.

Other Considerations

We rely tremendously on electronic technologies for online delivery of SLIS 5200 course content and for communication between students and instructors. As you know, technology isn’t always completely reliable. Please keep these instructions handy.

If WebCT fails, it is usually because UNT (or North Texas, or another area) has an Internet outage or because the WebCT system is overloaded. The latter is most likely during midterm or finals week when traffic is especially heavy. Sometimes it’s a problem with the student’s Internet connection or Internet Service Provider (ISP).

Avoid trouble before it starts

Make sure your file is really attached to your mail message. Go to Outbox folder in WebCT Mail. You should be able see all sent messages and the file or files that were attached to a message you sent.

To help prevent a traffic jam, submit your work an hour or more before the deadline.

Check your WebCT Mail within 24 hours for a message from 5200 Central. We do not confirm receipt, but if your assignment does not arrive within 24 hours of due date/time, we will send you a message in WebCT Mail saying your work was not received. Otherwise, assume it was received.

If you can't submit your assignment via WebCT because of system problems

Stay calm. Of course you will not be penalized for lateness because of a UNT technology problem.

Check WebCT Discussions to see whether we have posted a message about WebCT problems. If we haven't, notify the instructor via WebCT Mail.

If you can't get into WebCT, go to http://courses.unt.edu/webct/student/student.htm or check your Internet mail from UNT to see if there are any announcements about WebCT problems. You should be subscribed to SLIS-Announce-L, the official online communications method for important SLIS announcements. Announcements about problems with WebCT may be posted there.

If there are no announcements, notify your instructor via email at his/her Internet email address.

If you can't access the Internet, check for local problems (e.g., your ISP) and try again later.

Submit your assignment using an alternative channel (see below). Inform your instructor about what you did.

Be patient. Allow at least 12 hours for us to find and check all the submissions. Again, assume your work was received unless you get a mail message saying otherwise.
**Alternative channels**

Do only **one** of the following:

- Attach your file to Internet mail to your instructor.

- Send hardcopy via overnight mail to SLIS (see alternate addresses in *Syllabus*). Call first to be sure someone will be there to receive it.

- Deliver hardcopy to UNT SLIS. On weekdays, take it to the SLIS office (ISB 205) and ask the staff to put it in your instructor's mailbox. On weekends or at night, slide it under the SLIS course manager’s office door. Inform your instructor that you have done this. Note that ISB may be locked on Sunday mornings and on holidays. Call UNT Police (940-565-3000) to confirm open hours.

- Fax your work to SLIS (940-565-3101). This is the last choice, especially for a long document on a weekend, because the SLIS fax machine may run out of paper.

As a final note, UNT has a large crew of tech support people who are able to diagnose and fix problems very quickly. If we can maintain a sense of humor through these little blips, we'll have a much less anxious semester!