

**Special Methods of Teaching Foreign Languages  
CIED 5243, 5253, 5262  
EDOK Project Descriptor, Example, and Rubric**

**APA STYLE FOR EDOK  
Expert Distiller Of Knowledge**

The College of Education and Health Professions at the University of Arkansas has adopted the American Psychological Association (APA) writing style. In order to comply with these requirements, all bibliographies, article critiques or summaries, and papers must be APA style. Consult the 2010 Publication Manual of the American Psychological Association (6th ed.), which is available in Mullins Library. APA style guidelines can also be found on the Internet, but do use with caution.

**Citation example for a scholarly, peer-reviewed journal**

Van Patten, J. J., & Bolding, J.T. (1993). Character building: The contributions of "Coin" Harvey. *Educational Forum*, 57(1), 186-190.

**EDOK Article Summary**

The purpose of the EDOK is to write a succinct evaluation of a piece of scholarly writing. All EDOKs are typed, one-page summaries with a self-reflection as a conclusion. Use 12 pt Times New Roman and include a heading with your name, date, and class name. Send to me via an Email attachment to [fbowles@uark.edu](mailto:fbowles@uark.edu). Include your article as an attachment, or bring it to class.

The required format follows:

**EDOK (Expert Distiller of Knowledge)**

The EDOK is a system that enables you to summarize articles in a succinct manner.

- ♣ **Bibliographic information:** Give a complete APA citation for the source (See example above).
- ♣ **Central theme:** State the central theme, concern, or argument of the author. Use your own words.
- ♣ **Main idea:** Each main idea, point, or position in the article should be stated in a complete sentence. Please do not use fragments. Use your own words and be succinct.
- ♣ **Author's conclusion:** State the author's conclusion. Use your own words. Sometimes the author's conclusion is stated in the article and sometimes you must infer it.
- ♣ **Self-reflection (the most important part!):** State how the article applies to you as an emerging professional, how it relates to the class content (may include other MAT classes), and how it connects to Danielson. Use your own words. First person usage is also acceptable for this part. Please submit by the due date on your calendar.

Note: "I like this article" or "This article was very helpful" are not sufficient.

Papers should be well-edited for spelling, grammar, and punctuation. Please use academic discourse in your self-reflection. Slang and vagueness are also unacceptable.

## **Example of an EDOK paper:**

### Bibliographic Information

Bateman, B. (2002). Promoting openness toward culture learning: Ethnographic interviews for students of Spanish. *Foreign Language Annals*, 86, 318-331.

Central Theme The author proposes that students demonstrate openness to culture learning after conducting ethnographic interviews.

### Main Ideas

- A common hope of teachers is that the study of another language will lead to positive attitudes toward the target culture and its members.
- Culture is constructed by people in their everyday lives, and language is the chief instrument for doing so.
- For successful communication to occur, people from different cultures must negotiate meaning.
- Culture learning is a developmental process in which learners progress from an ethnocentric view of the world to one in which they acknowledge the existence of different cultural perspectives, learn to accept cultural differences, and perhaps even integrate them into their own worldview.

### Author's Conclusion

The author's goal is that students will develop cultural understandings, attitudes, and viewpoints that lead to openness toward individuals of other cultures and an increased desire to interact with them. The proposed ethnographic interview approach brings students into one-on-one contact with individuals from other cultures, causes them to ask questions that require a deeper level of comprehension, and often leads to reflection on their own worldview and culture.

### Self-Reflection

This article was useful because it discusses the topic of my thesis and supports what we have discussed in our methods classes regarding the essential connection between learning a language and learning a culture. I am concerned with how students can develop cultural understanding and competency. The author discusses the benefits of interpersonal interaction with individuals from the target culture. In this study, approximately 80% of the students surveyed, claimed that ethnographic interviews not only resulted in a new friendship but also in an increased interest in the target culture. As a teacher, I will make it a priority for students to have intercultural interaction with native speakers from target cultures. In Northwest Arkansas, students are exposed to diverse cultures on a daily basis. They have a unique opportunity to learn from their peers from different cultures and also develop a broadened worldview without having to travel abroad. I believe that one of the most beneficial things a student can learn in a foreign language classroom is how to avoid becoming ethnocentric. Students must continually self-assess their own identities and cultural awareness, and I believe that interpersonal interviews are a meaningful way for students to connect with individuals from different cultures. This article relates to Domain 1 in Danielson because I must select teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned

with the goals of the lesson. It also relates to Domain 3 because the ethnographic interviews provide opportunities for students to extend their thinking.

**CIED 5243: Bowles Tenet Four  
ACTFL Standard 6a  
EDOK Article Summary: 30 points**

Student \_\_\_\_\_ Score \_\_\_\_\_

	<b>Excellent</b>	<b>Acceptable</b>	<b>Needs Work</b>
<b>Bibliography 3 pts.</b>	All bibliographic information is included and in correct format.	Most bibliographic information is included and in correct format.	Bibliographic information is not included or is in incorrect format.
<b>Central Theme 4 pts.</b>	Theme and conclusion are appropriate and are stated coherently in the writer's own words or with citation information.	Theme and conclusion are stated, but are either partly misunderstood or incomplete. Writer's words may be incomplete or not cited correctly.	Theme or conclusion or both are not stated or are inappropriate for the article. The writer may have plagiarized.
<b>Main Ideas 5 pts.</b>	Main ideas are accurate, coherent, and explained in the writer's own words.	Main ideas are accurate, but not coherent and may be incomplete. Writer's words may be incomplete or not cited correctly.	Main ideas are not stated or are inaccurate. The writer may have plagiarized.
<b>Self-Evaluation 10 pts.</b>	Reflective comments include specific reasons why the article is beneficial to you as an emerging professional. It also clearly and thoroughly states how the article relates to the class band to Danielson	Reflective comments are vague and not as specific as they need to be. The writer does not give sufficient reasons why the article is beneficial, or how it relates to the class topic and/or Danielson.	Reflective comments are not included or so vague they don't make sense. May have no connections to class, professionalism, or Danielson.
<b>Editing 3 pts.</b>	The paper is well edited with less than five errors. EDOK is submitted on due date.	Some editing is apparent. No more than ten errors are noted. EDOK is one day late.	More than ten errors in editing are noted. EDOK is more than one day late.
<b>Submission 5 pts</b>	By Due Date 5 pts	One day late 3 pts	More than one day late 0 pts
<b>Comments</b>			