EMR 5400
Fundamentals of Evaluation, Measurement & Research

http://www.gowmu.wmich.edu
http://homepages.wmich.edu/~applegab/courses/emr6400.html

Course Pack & Syllabus

Spring 2015
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Course Catalogue Description

EMR 5400 is a graduate level course designed to develop skills in the fundamentals of research design and the uses and interpretations of research findings. Each student is expected to prepare a research proposal/literature review.

EMR 5400 will introduce the student to many of the essential components necessary to carry out and evaluate research in the behavioral sciences. Topics include philosophy of science, finding and formulating research problems and questions, literature reviews and searches, basic concepts in measurement, sampling, ethical treatment of human subjects and qualitative and quantitative research methods and designs.

Course Details

Course Prerequisite
Graduate Status

Credit and Clock Hours
3 Semester credit hours

Instructor Contact
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Department of Educational Leadership, Research & Technology
3571 Sangren Hall
V 269-387-3886
F 269-387-3696

brooks.applegate@wmich.edu
Skype ID: brooks.applegate

Office Hours
Please make an email request to me for private conversations either by phone or live chat. I will make every attempt to reply to email questions within 36 hrs Monday thru Friday and 48 hrs over the weekends. Alternatively, email should be used and if you think your question(s) have a wider appeal; such as course content clarification please use the discussion board so that all students can benefit from the discussions and clarifications.

Personal Course Web Site
http://homepages.wmich.edu/~applegab/courses/emr6400.html

WMU eLearning Web Site Portal
https://elearning.wmich.edu
Technical Support
Western Michigan University Office of Instructional Technology:
Helpdesk;  http://www.wmich.edu/oit/helpdesk/index.html
Hours: 8am-5pm (Monday-Friday, EST)
Phone (269) 387-HELP (387-4357)
Email: HELPDESK@WMICH.EDU

Required Text


Recommended/Supplemental Reading

Instructional Objectives

The student will demonstrate knowledge of:
1. The purpose and nature of scientific research.
2. How knowledge gained from scientific research differs from other types of knowledge.
3. How to formulate and articulate research problems.
4. The different types and uses of variables in a research study.
5. The methods and techniques for establishing and evaluating reliability and validity.
6. How to critically access and review literature relevant to a particular research problem.
7. How to write a literature review.
8. The relationship between research questions and particular research designs.
9. The most common forms of quantitative and qualitative approaches to research in education and the social sciences.
10. The strengths and shortcomings of these approaches to research.

Professional Concerns

You are responsible for making yourself aware of and understanding the policies and procedures in the Undergraduate and Graduate Catalogs that pertain to Academic Honesty.
These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. [The policies can be found at http://catalog.wmich.edu and http://www.wmich.edu/catalog under Academic Policies, Student Rights and Responsibilities.] If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with your instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

**Need for Accommodations**
Any student with a documented disability (e.g., physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the professor and the appropriate Disability Services office at the beginning of the semester. The two disability service offices on campus are: Disabled Student Resources and Services 269-387-2116.

**Diversity Statement**
The Department of Educational Leadership, Research & Technology (ELRT) EMR program maintains a strong and sustained commitment to the diverse and unique nature of all learners and high expectations for each student.

**WMU Plagiarism and Academic Honesty**
**Supplementary Syllabus Statement**
Students who take this class must be prepared to submit electronic copies of some or all assignments. The University expects that all students will be evaluated and graded on their own work. If you use language, data, or ideas from other sources, published or unpublished, you must take care to acknowledge and properly cite those sources. Failure to do so may constitute plagiarism or other violation of University academic honesty policies (refer to the Undergraduate or Graduate catalogs for details). To detect and deter plagiarism, encourage responsible student behavior, improve student learning, and ensure greater accountability, assignments for this class may be submitted for textual similarity review to Turnitin.com and/or other resource. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com website. Your writing may be compared assignment to assignment for consistency in language use and writing mechanics. If gross changes are detected you may be individually required to present independent work products so that the instructor can verify the work you are submitting was originated by you.

Papers that are submitted to Turnitin.com become part of the Turnitin.com database (student identities are protected) solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site. Students agree that by taking this course all required papers maybe subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for
the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

If you wish to request that your paper(s) not be included in the Turnitin.com reference database, I need to receive your request in writing prior to submission of any course assignments; the paper(s) can then be processed and reviewed accordingly.

The results of a Turnitin.com originality report or other resources may be used as evidence to charge you with plagiarism or other offense. If that is the case, you will be given the opportunity to respond per the regular institutional process and procedures that govern student academic conduct (http://osc.wmich.edu/academicintegrity/).

### Evaluation Policy

**Course Expectations**

This course utilizes an online course delivery method with predominately asynchronous discussion. This course is **not** a hybrid course; there are no scheduled lecture discussions or F2F meetings in which you are expected attend and participate. In order to receive the greatest benefit from your study you are expected to read the course text, related documents, journal articles, complete all assignments. Documentation of your mastery of the course content is demonstrated through the chapter tests, homework evaluations and the development of a literature review/proposal.

All course related activities managed via the D2L eLearning WMU site. All course assessments, homework and discussion posts open on 1/12/2015 @ 8:00 AM but there are specific closing dates for each homework, discussion and assessment. These dates are explicated in the Syllabus and in the D2L course site. Failure to adhere to these closing dates may result in a zero score.

*Online discussions are required,* they are to facilitate all lecture topics and discussions. A discussion thread for each chapter is available on the WMU eLearning D2L web site. **Course expectations are that you are to post a response to a minimum of TWO Extended Response Question per chapter unless otherwise noted.** You can be the first person to post on two questions OR be the first to post to one question and post an extension to a thread that is already in development OR provide a new contributions that extends the discussion to two existing threads. If a student has already posted a first response/thread to the question you are interested in following, your required post must extend their response by adding to and extending their response. There is no credit for posting a response that merely agrees with what has been posted or that restarts an ongoing thread. For example, Prompt #2, Chapter 1 is “Describe theory, what it is and is not,” if someone has already posted a first response, you can extend and add to this thread, but you cannot earn credit for restarting this thread OR you can earn credit for starting a new thread to a different writing prompt. All chapter specific posts should be directed to the appropriate chapter discussion area.
It is expected that you will complete and turn in all assignments on time. To ensure success on the chapter tests, critical reading of the textbook and comprehensive review of the posted course material is essential. At the end of each posted lecture are extended response type questions. These are designed to facilitate and focus your study into the aspects of the course that will help with both your literature review/proposal and the chapter tests. These discussion prompts offer good starting points for online discussions.

Methods of Evaluation
To successfully complete this course, students are expected to do the following:

- Complete all scheduled reading and participate actively in online discussions.
- Complete all online assessments. There is an on-line assessment for each reading chapter. You get one 30-minute opportunity to complete the assessment; there are no restarts or retakes.
  - All chapter assessments that open at 8:00 am 1/12/2015. Each Chapter assessment has a specific closing date (all at 11:59 pm). This allows you to work forward, but minimizes procrastination. Once an assessment closes you will not be able to take it. Refer to the D2L website for specific assessment closing dates.
  - Online discussion posts are required and graded. Posts made after the assessment closes will not count towards your point total.
- Complete and turn in all homework as assigned. All homework assignments and due dates are detailed in this Syllabus.
- Write a research proposal/literature review. Please refer to the proposal/literature review assignment description included in this Syllabus.
- Extra Credit: You can earn 5 EC points by reviewing and completing a feedback form for a new course the University is developing in Research Ethics. This new course can be accessed through the GoWMU portal. After logging into the GoWMU, towards the upper right corner of the screen is a link to “SELF REGISTRATION” – click this link. Note you should see a list of courses and modules: Locate and click on the course labeled “RESocial2012 – Research Ethics Social Sciences.” This will load a new page, in the center of the page-heading look for “Content” and click to start the course.
  You may e-mail any questions to me or if it is a question that your classmates will benefit from, post your question to the discussion board under the heading “questions.” This will allow for your classmates to help in answering the question. Be advised that it is your responsibility to gain clarification. Participation is mandatory for success in this class.

Late & Careless Work
Timely completion and the quality of your work will contribute to your overall course grade. In fairness to all, a penalty will be imposed for any work submitted late. Generally speaking the penalty will be equivalent to one letter grade or more. Extenuating circumstances will be considered with proper documentation. Course grades are based on total points from homework assignments, exams, and participation. This includes extra homework and exam
credits, as described herein. Professionalism in all course-related endeavors and active online participation is expected. All work will be evaluated based on accuracy, adherence to guidelines and due dates, thoroughness, evidence of effort, and evidence of professionalism, evidence of data integration, coherence, and appearance. Be sure to check, proof, and edit all work submitted. It is important to keep up with participation in the discussion board to allow for fellow students to follow suite.

Class Participation
Being prepared to discuss problems and readings over the chapter material is mandatory. If you have questions, post them to the chapter discussion area. You are expected to actively contribute to each chapter discussions as previously detailed. I will be reviewing the chapter discussion.

Grading
Course grades are based on total points earned plus any extra credit points. Your point total %, is determined by dividing your total point total including extra credit points into the highest total number of points earned, excluding extra credit points and multiplying by 100. So if you have earned 325 points and 5 EC points your total points = 330. If the highest point total excluding EC is 350 points your % is (330/350) *100 or 94%.

Letter grades will be assigned by the following scale:
100 - 95 % A
94 - 90 % BA
89 - 85 % B
80 - 84 % CB
79 - 75 % C
Below 75% E

Digital Drop-Box
Students are required to submit certain assignments to the digital drop-box via the on-line course web site (WMU eLearning) in Word file format only. Do not submit any homework in a pdf, it will be returned ungraded. If you are unable to meet this requirement, please inform the instructor immediately. The Word attachment requirement allows for easy handling and instructor based feedback to the students (i.e., track changes). When the drop box closes for a given assignment you will not be able to submit the assignment via this portal. In the unfortunate situation where you find that you cannot meet the assignment deadline there is a 48 hr grace period for late submissions (exclusive to the Literature Review/Proposal due 4/24/15), but the assignment will be numerically penalized and you must arrange with the course instructor where and how the late assignment will be submitted. After the 48 hr grace period homework may not be accepted. Please note there is NO 48 hr grace period for the Literature Review/Proposal, the due date is firm: 4/24/2015 @11:59 pm.

Steps for dropping a completed assignment into the digital drop-box:
Save the completed Word so that the instructor knows (by the filename) who is dropping the assignment: For example, John Doe - Assignment #3 – EMR5400: JDoe3.docx. YOUR last name MUST be included within the file name. Please do not e-mail me to check on the status of an assignment placed in the digital drop box. If you need verification that I received your email simply CC yourself, if you got it, then so did I.

**Submission of Assignments**
The following information MUST be included on a separate cover page for assignments 2-7:

Example
Your name & email address  Brooks Applegate: brooks.applegate@wmich.edu
Course  EMR5400
Homework #  HMK #3 General Problem Statement
Date  February 8, 2015

The simplest way to do this is to create a template page with the necessary information as the cover page for all homework submissions.

**Suggested Weekly Readings**

Note: Week dates begin on Monday

<table>
<thead>
<tr>
<th>Week</th>
<th>Reading</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/12/15</td>
<td>Syllabus Ch 1</td>
<td>Course Intro</td>
</tr>
<tr>
<td></td>
<td>Ch 1</td>
<td>Nature of Educational Research</td>
</tr>
<tr>
<td>1/19/15</td>
<td>Ch 2 &amp; 4</td>
<td>The Research Process: From Proposal to Final Report</td>
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<td></td>
<td></td>
<td>Reviewing the Literature</td>
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<tr>
<td>1/26/15</td>
<td>Ch 3</td>
<td>Ethics and Site Relations in Educational Research</td>
</tr>
<tr>
<td>2/2/15</td>
<td>Ch 5</td>
<td>Statistical Techniques</td>
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<tr>
<td>2/9/15</td>
<td>Ch 6</td>
<td>Selecting a Sample</td>
</tr>
<tr>
<td>2/16/15</td>
<td>Ch 7</td>
<td>Collecting Research Data with Tests and Self-Report Measures</td>
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<tr>
<td>2/23/15</td>
<td>Ch 8</td>
<td>Collecting Research Data with Questionnaires and Interviews</td>
</tr>
<tr>
<td>3/2/15</td>
<td>Ch 9</td>
<td>Collecting Research Data through Observations and Content Analysis</td>
</tr>
<tr>
<td>3/9/15</td>
<td>Ch 10</td>
<td>Nonexperimental Research Designs: Descriptive and Causal-Comparative Designs</td>
</tr>
<tr>
<td>3/16/15</td>
<td>Ch 11</td>
<td>Nonexperimental Research: Correlational Designs</td>
</tr>
<tr>
<td>3/23/15</td>
<td>Ch 12</td>
<td>Experimental Research: Designs Part 1</td>
</tr>
<tr>
<td>3/30/15</td>
<td>Ch 13</td>
<td>Experimental Research: Designs Part 2</td>
</tr>
<tr>
<td>4/6/15</td>
<td>Ch 14 &amp; 15</td>
<td>Qualitative Research Traditions</td>
</tr>
<tr>
<td>4/13/15</td>
<td>Ch 17 &amp; 18</td>
<td>Evaluation Research &amp; Case Study Approach/Action Research</td>
</tr>
<tr>
<td>4/20/15</td>
<td></td>
<td>WMU Examination Week</td>
</tr>
</tbody>
</table>
Homework Schedule and Descriptions

Homework assignments 2-7 are to be sent to the digital drop-box for submission as described in this syllabus. I will only accept Microsoft Word attachments. DO NOT SUBMIT HOMEWORK AS A PDF file, it will be returned ungraded. You must submit your assignment before the digital drop box closes. All homework write-ups (when appropriate) are to be typed in APA style. If you are not familiar with this style, it is your responsibility to become so; you will loose points for not adhering to APA.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Due</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hmk 1</td>
<td>Hello Note</td>
<td>1/14</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>CITI HSIRB</td>
<td>1/30</td>
<td>4</td>
</tr>
<tr>
<td>Hmk 2</td>
<td>Article Critique</td>
<td>2/1</td>
<td>25</td>
</tr>
<tr>
<td>Hmk 3</td>
<td>General Problem Statement</td>
<td>2/8</td>
<td>20</td>
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<tr>
<td>Hmk 4</td>
<td>Literature Search Findings</td>
<td>2/22</td>
<td>25</td>
</tr>
<tr>
<td>Hmk 5</td>
<td>Draft Introduction</td>
<td>3/8</td>
<td>25</td>
</tr>
<tr>
<td>Hmk 6</td>
<td>Draft Literature Review</td>
<td>3/22</td>
<td>25</td>
</tr>
<tr>
<td>Hmk 7</td>
<td>Draft Methods</td>
<td>4/5</td>
<td>25</td>
</tr>
<tr>
<td>Final Paper</td>
<td>Literature Review/Proposal</td>
<td>4/24</td>
<td>150</td>
</tr>
</tbody>
</table>

**Hmk #1: Blog Post (this Hmk does not involve the Digital Drop Box)**

- Read this course syllabus completely and carefully. Many answers to questions that you may have can be found here.
- Obtain the required textbooks and begin your assigned chapters in Gall, Gall & Borg.
- Post a hello note to the discussion board under the heading: Student Introductions. Include your profession, your degree program, interests, experience with research and research methods, and any questions or comments you have for the instructor. For example, what are you hoping to gain by participating in this course?
- The second element of Hmk#1 is to complete the WMU CITI HSIRB course “Group 1-Social & Behavioral Sciences Researchers” at [https://www.citiprogram.org](https://www.citiprogram.org). This is a required element to earn the full 5 points for Hmk#1. Once you have loaded this page, you need to create an account with a username and password. After logging-in look for the WMU module named “Group 1-Social & Behavioral Sciences Researchers.”

Once you have completed the training successfully, email the completion certificate to me at brooks.applegate@wmich.edu. If you have previously completed this training, please email me the certificate of completion and you do not need to complete the training a second time.

**Hmk #2: Article Review and Critique**

- This assignment must conform to the APA writing style
• Review the pdf file *Critical Review of Scholarly Literature* available on Dr. Applegate’s homepages web site.
  o This link may also so be helpful:
    http://www.westga.edu/~kielborn/studentexample.html

• Review each of the areas of a research paper to develop an understanding of the common/basic parts of published research.

• You may also use your *APA Publications Manual* pages and the Literature Review section of this syllabus to learn more about these areas.

• After learning about what each area includes, find an article that is a primary source (an article where the author(s) present on data they have collected) and is of interest to you. Generally journals that are peer reviewed are the best place to look. In general there are four broad kinds of “academic” articles: primary sources, secondary sources, practitioner focused and theoretically focused. In this assignment it is best to find a primary source that is probably published after 2005.

• Once you have found the article write a critical review of it. Use the following to guide your review, keeping in mind that there are no standard criteria for this review, only that you should address all of the points below.
  o Begin by reading the entire article; don’t focus too much on the details yet. Get an overview of the paper and how the authors have organized their presentation, look at their use of headings, can you find a purpose paragraph or statement? Is there a general statement of the problem or do you have to infer what it is?
  o Reread the article again, but this time, focus on the details of the article. You need to identify the following and be able to provide answers in your own words:
    - What is the problem – did they write out a problem statement or do you have to infer it?
    - What makes this piece of research relevant (why is this research important)?
    - Purpose (what author hoped to accomplish)?
  Note the problem is not a synonym for purpose – they are different – You are interested in differentiating these two concepts.
  - Research questions or hypotheses – this is often where you find specific details about the research purpose but is written out in more traditionally quantitatively-based inquiry.
  - Sample (age, gender, number, how obtained, type of sample – non-probability, random, etc.)
  - Procedure (design, measures of validity and reliability, instruments, data collection, analysis)
  - Results (limited to what the author actually reported)
  - Conclusions (from the author)

• Organize your *summary/review* into a TWO paragraphs.
  o The first paragraph provides a brief summary of the article and addresses the questions above in your words (usually this can be done in less than 200 - 300 words).
The second paragraph is your critical review, what is your informed opinion about the relevance and findings of the research? For example, how or why is the research important, were important subgroups of participants not considered, what are strengths or weaknesses of the study (often these are mentioned in the text), etc. Did the authors actually answer the question/address the problem, were the results consistent with the proposed hypotheses, can the results be generalized – should they be generalized, what limitations are acknowledged – are they sufficient, etc. Think and try to answer this question: can you/should you add the knowledge gained in this research to the general scientific knowledge base and to your personal knowledge base, or is it flawed to the point that you question the validity of the conclusions. The critique part should be 100 to 300 words.

• Include the complete APA reference for your source. You do not need to include the actual article but if you do, you may include a *.PDF of the article. (This is the only time I will accept a PDF as part of an assignment.)

**Hmk #3: General Problem Statement Paragraph (see Syllabus page 14)**

• All cited sources are to be included at the end of the assignment on new page headed References.

**Hmk #4: Literature Search**

• Turn in a record of your literature search results. Use a table (in correct APA format, Ch 5) to identify the database(s) you have searched, your search criteria (descriptors and logical operators) and the number of hits (to qualify for all points you must search multiple databases). Consider using column headers such as: Database, Search Descriptors, Boolean Operator, # Hits and rows as the different search entries. A table template is available on the D2L website.

**Hmk #5: Draft Introduction (see Syllabus pages 13 to 14)**

All cited sources are to be included at the end of the assignment on a separate page headed References. When you turn in the Draft Introduction include any revisions to your General Problem Statement based on my review of Hmk #3. While I will read and react to both sections, your grade will only be based on the Introduction portion.

**Hmk #6: Draft Literature Review (see Syllabus pages 13 to 15)**

All cited sources and quoted text are to be included at the end of the assignment on a separate page headed References. When you turn in the draft Literature Review section include any revisions to your General Problem Statement based on my review of Hmk #3 and your revised Introduction (Hmk #5). While I will read and react to the full paper, your grade will only be based on the Literature Review portion. When I react to Hmk#6, I should be reading your third draft of the Problem Statement, your second draft of the Introduction and your first draft of the Literature Review.
Hmk #7: Draft Methods (see Syllabus page 15)

All cited sources and quoted text are to be included at the end of the assignment on a separate page headed References. When you turn in the draft Methodology section include any revisions to your General Problem Statement based on my review of Hmk #3 & #5, your revised Introduction (Hmk #5) and your revised Literature Review based on my review of Hmk #6. While I will read and react to the full paper, your grade will only be based on the Methodology portion. When I react to Hmk#7, I should be reading your forth draft of the Problem Statement, your third draft of the Introduction, your second draft of the Literature Review and your first draft of the methodology.

This is your first full draft of the Literature Review/Proposal - Yea!

Guidelines for Literature Review/Proposal

DUE: 4/24/2015 @ 11:59 pm

PLEASE NOTE there is a firm 10-page text limit for this paper. Per APA format this paper should conform to the following physical characteristics: one-inch margins, double-spaced, single sided and no smaller than 12 point font. This page limit does not apply to the Title page, Abstract (150 word max), Tables, Figures, References or Appendices. Do not put essential text into an appendix to circumvent the 10-page text limit. Any text past the 10-page limit will not be read.

Literature Review Elements

Title Page

Simple, just follow the APA style manual.

Abstract

The Abstract represents a 150-word summary of the entire literature review/proposal. Included in your Abstract should be sentences that summarize the: problem – taken from the Introduction (1-2 sentences); establishes the context of the problem - taken from the literature review (2 or 3 sentences); describes the sample of participants – taken from the Subjects section; how the study is to be conducted and what measures are to be analyzed – taken from the Design, Procedures and Measures sections (2-3 sentences); and lastly your proposed analysis - taken from the Analysis section (1 sentence).

Introduction (Recommended length: 1 - 2 pages)
The introduction to the literature review/proposal orients the reader to the problem under study and has three parts.

- First, you need to provide a statement of the problem. This statement sets out the general reasons that the research area is important. You might indicate the prevalence of the problem, its relevance or cost, its importance to theory, the relative absence of knowledge, some contradictory research, etc. Prevalence statistics, knowledge gaps, contradictory research, the need for theory testing, presence of puzzling anomalies, etc. help to make your case here. Secondary sources (books, chapters, review articles) or tertiary sources (newspapers, magazine articles) can be helpful in making a general case for research in his area. However, do not rely on tertiary sources to make your case. I expect you will use a majority of primary sources with a limited (small) number of secondary/tertiary sources.

- The second section of the Introduction sets out the purpose of the proposed study. This can be brief and simply clarifies how your proposed study will address the problem you have identified.

- The third part of the Introduction is a statement of the research question (or hypotheses). Write your research question according to the guidelines for good research questions discussed in class. Parts one and two set the stage for the research question.

**Review of Literature** (Recommended length: 3 – 6 pages)

The written review of literature (also called Background) presents an argument that justifies your choice of topic and the way you have chosen to address it.

- Begin the review with the most general aspects of your topic and gradually narrow it until it implies your research questions or hypotheses. Define any specialized terms as you introduce them. Provide the general context for the proposed study. This can be done in terms of a general overview of the field, with a description of a classic study or studies, on the basis of history of the field, grounded in a theory to be tested, or with other context setting methods.

- Critically evaluate the current research in the field to provide specific reasons why your proposed study will make a contribution to the literature. This has two related parts. First, you want to show some deficiency in the literature. This may involve (a) some weakness in previously used methods, (b) builds on or extends previous research, and/or (c) shows how new knowledge will help theoretically or practically. Second, on the basis of your critique of the existing literature, show why your proposed study is the best way to investigate the question.

- As you review studies, discuss the specific limitations in the internal and/or external validity. Describe what needs to be done differentially to improve on the body of knowledge (e.g., better instruments, more representative sampling, ruling out alternative explanations, etc.). This provides the specific basis for the importance of your study.

- If you are proposing a quantitative study, give the rational for the hypotheses you are proposing.
- Very briefly summarize the main points of the review. The task is to determine what general conclusions do or do not follow from the literature you reviewed. Consider the weight of the evidence for specific and general conclusions. If the majority of studies support the same or similar conclusions, it can be drawn more confidently than if the evidence is mixed. When there is mixed evidence, be sure to qualify your conclusions as appropriate. A good way to know if you have succeeded here is that the reader should be able to guess your hypotheses based on this section. If you are proposing a qualitative study, provide a similar summary that suggests the importance of the foreshadowed problems in which you are interested.
- State your hypotheses clearly. If your literature review/proposal suggests directional hypotheses, write them this way. If the literature is ambiguous, write them as non-directional hypotheses. If you are proposing a qualitative study, list the foreshadowed problems to which you would attend in the research.

**Methods (Recommended length: 1 - 3 pages)**

Write a brief methods section in which you describe four characteristics in four subsections about your proposed study.

- The first subsection (Subjects) describes the population from which you plan to sample and all relevant sampling considerations.
- The second subsection (Design) should describe the general research design you plan to use: Experimental, ex post facto, correlational, participant-observer, historical, etc. Include a statement suggesting which data analysis method you would propose (e.g., ANOVA, multiple regression, grounded theory, etc.). Make sure that your design is consistent with your stated research question and hypotheses. For example, if you are interested in exploring group differences or experimental effects, the research question and hypotheses should be written in the language of contrast. If you are interested in exploring some phenomenon in significant depth using qualitative methods, your research should be stated consistently with that approach.

It is important to pay attention in this section, especially in mixed methods research proposals where there is often one design consideration for the quantitative side of the proposal and a different design consideration for the qualitative side of the proposal.

- The third subsection (Measures, Variables or Outcomes) of the Methods should describe all dependent (outcome) measures you plan on studying and any available psychometric information pertaining to their reliability and validity.
- The Fourth subsection (Procedure) spells out the actual steps you will take to conduct your study.
- The last subsection of the Methods section describes the specifics of the proposed analytics or analysis plan. In this section you are to describe in detail what analyses you
are planning on conducting with the data (Measures subsection) collected according to the plan (Design and Procedures subsections).

It is important to note, that not all literature reviews/proposals require a Methods section to be broken down by these specific subsections. What IS required; however, is that all the elements of these sections are detailed in your paper. In fact, it is often quite difficult to break down these subsections in qualitative research plans, however this does not alleviate the requirement that this information be included in your paper. Furthermore, in many quantitative research proposals it is convenient to collapse some of these subsections as an aid to your writing, e.g., Subject & Design or Measures and Procedures. Moreover, it is sometimes best to further subdivide a subsection due to complexity, e.g., breaking a Measures subsection into sub-subsections, one for each outcome variable when there are multiple outcomes. This is especially relevant when there are different research hypotheses, specific for separate outcome variables.

References

Simple, just follow the APA style manual.

**APA Writing Style**

Use the *Publications Manual of the American Psychological Association* (2010) as the writing style, organization, quotations, citations, and references.

- You should include a title page and an abstract, double space the paper throughout, use one-inch margins and follow correct table/figure structure.
- Organize your review into logical sections. Keep the length of a section under four pages if possible. If you need to, subdivide long sections with subheadings. Dividing the paper assists the reader in following the steps of your argument. The headings reflect the basic organizational plan of the paper. The *Publications Manual* provides directions on which types of heading to use depending on how many levels of heading you have. Your outline (Assignment #7) is a good model for determining the number of heading levels you have. The roman numerals in an outline are the highest level, followed by capitalized letters, Arabic numerals, and lower case letters. An outline that has all of these levels would suggest four levels of headings in the paper.
- Scientific writing focuses on documentation and verification. When you make an assertion of fact or a statement of theory, you should document that claim with a citation from the literature. Do not be excessively repetitive if it can be clearly understood that several statements follow from a given source.
- You must include at least 10 original reports of research studies (primary sources) in your literature review/proposal. A good review will likely contain more references, but this is a minimum. You may cite books and chapters on your topic (secondary sources), but these citations are in addition to the primary sources.
• Again you must follow the *Publications Manual* as the reference for content and style. If you have never written a proposal or data based research paper before, please familiarize yourself with sections 1.06 - 1.09 and 2.01 – 2.12.
**Literature Review/Proposal Grading Rubric**

The literature review will be graded according to the criteria on the form described below. Refer to the supplemental text listed in the course syllabus for additional information.


Scoring Criteria: 0 = Unacceptable, 10 = Excellent

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<th>Section</th>
<th>Criteria</th>
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<tr>
<td>Title Page</td>
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<td>Abstract</td>
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<td>Introduction</td>
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<td>Statement of Problem</td>
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<td>Purpose of the study with research questions or hypotheses</td>
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<td>Review of Literature</td>
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<td>Overall context of the review, is it clear what you are proposing, why it is important and what your are trying to accomplish</td>
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<td>Critical Evaluation of Cited Literature</td>
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<td>Description of how this proposed study adds to the literature</td>
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<td>Justification and rationale for research questions or hypotheses, do they logically follow the problem</td>
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<td>Overall writing, grammar and APA style</td>
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**Selected Bibliography**


