Advanced Research Methods in Human Services

Instructor: Dr. Randall Basham  
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E-Mail: Basham@uta.edu

Time and Place of Course Meeting: Tuesday, 8-11 a.m.
Faculty telephone number, Cell: 817-721-5810

Office Hours: Tuesdays, 11-12 a.m. and/or by appointment

COURSE DESCRIPTION

Advanced Research Methods, the required core research course, emphasizes the link between theory and research, the role of research in the profession, the logic of research, stages of the research process, the major strategies and techniques available to gather information, approaches to data analysis, and preparation of a research proposal. The primary focus is on quantitative methods. The course can be divided into two conceptual pieces: understanding, analyzing and critiquing other authors’ research, on the one hand, and designing, supporting and implementing one’s own research, on the other hand.

Class will be organized around a set of overarching questions each week. Discussions will focus on answering those questions to a great extent, rather than covering the material that is in the readings. Active participation is required to receive a high grade in the course. Students will have an opportunity to apply the knowledge they gain in the course by critically reviewing existing research as well as developing a research proposal.

COURSE OBJECTIVES

Upon satisfactory completion of this course, students will be able to:
1. Discuss the role of quantitative research in social work, i.e., and its relationship to theory building, advancing knowledge, and technological development;
2. Formulate and justify a rationale for using various quantitative methods;
3. Summarize the issues in design, measurement, and analysis that confront researchers in various areas of research effort;
4. Identify the ways in which researcher values and biases can impact research efforts, particularly as it affects members of minority groups;
5. Evaluate existing social work research in terms of the appropriateness of the research design, measurement strategies, and analysis methods employed.
REQUIRED TEXTS AND ADDITIONAL MATERIALS

**Required**
Three books are required for this course and there are several supplemental texts that you might want to buy used copies of for your personal library (see below).


Basically, almost anything a person wants to know about research is available on a website somewhere. Students will be expected to locate share resources on the Online site for the class. This approach will bring additional perspectives to the class.

Rubin and Babbie is an all-in-one book that contains information that people will assume you know by the time of your qualifying exams.

**Supplementary Text and Readings**


This book is a classic and you should probably pick up a used copy to have in your professional library.

Additional articles (both print and digital) and online resources will be distributed (Online or email) through the semester. All are considered required reading and subject for discussion and examination.

**COURSE REQUIREMENTS**

**Teaching Methods**
This course will be structured as a doctoral-level seminar requiring both presentation and discussion. It is expected that you have come to the class session with the reading completed. Class time will be devoted to some lecturing, application of the material, and answering questions. It is also expected that you will post questions you may have after reading the material into Online.
Reading and other assigned activities must be completed prior to a class session for which they are assigned. In addition, students will prepare written materials at various points during the semester. Students’ grades will be based on how well they complete their assignments and their in-class participation.

**Attendance and Other Expectations**

Students are expected to attend all classes that are face-to-face, to complete assignments prior to class, to participate actively in class discussion and to submit class work on time using standard formal English.

At times, class will be held in a way that is NOT “face-to-face”, i.e., it may be via Online, or a teleconference or other way as announced in class. This may be necessary due to the instructor’s professional travel needs or other reasons. These sessions are considered just as much of the course as the face-to-face sessions, and all reading and other assignments must be completed just as if we were meeting in person.

**Expectations for Out-of-Class Study**

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, etc.

**Assignments (See class schedule for due dates)**

<table>
<thead>
<tr>
<th>Points</th>
<th>Assignment Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Preparation for class and class participation. At the end, and throughout the semester, students will be evaluated on their participation in the seminar. The quality of each student’s participation will be assessed by the instructor based on student attendance and the extent to which the student: 1) responds knowledgeably to questions from the instructor (results from unannounced quizzes may be factored into this assessment), 2) initiates thoughtful questions based on class lectures and readings, and 3) presents research concepts that highlight course content as well as proposal components as scheduled. Any unannounced quizzes are not eligible to be “made up” at a later time.</td>
</tr>
<tr>
<td>30</td>
<td>Written Article Analysis: Much of the course is devoted to preparing you to analyze an article in a way similar to what you may encounter in your qualifying exam and as you begin to conduct literature reviews for your dissertation. This paper consists of following the outline in the Pyrczak book on a research article you select (See “Article Analysis Assessment Guidelines”).</td>
</tr>
<tr>
<td>15</td>
<td>Quizzes given throughout the semester</td>
</tr>
</tbody>
</table>
| 5      | Presentation: Research Proposal. Students will be given a definite amount of time to complete their presentation. The grade will be determined by the
instructor’s evaluation of the students’ smoothness in presenting and their ability to present their research proposal in the time allotted.

**Grading Scale**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 – 100</td>
<td>A</td>
</tr>
<tr>
<td>80 – 89</td>
<td>B</td>
</tr>
<tr>
<td>70 – 79</td>
<td>C</td>
</tr>
<tr>
<td>60 – 69</td>
<td>D</td>
</tr>
<tr>
<td>Below 60</td>
<td>F</td>
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</tbody>
</table>

**Written Assignments and Grading Criteria**

A paper copy of all assignments and quizzes is due to the instructor at the beginning of class on the due date. Assignments must be typed, double-spaced and follow the citation and referencing style described in the American Psychological Association’s (APA) Publication Manual (6th Ed.).

Each student should keep a copy of all written work. Ten percent of the points for an assignment will be deducted each day a written assignment is late. Other penalties as described in the syllabus may also apply.

Grades on each measure of learning will be based upon the degree to which a student; 1) has demonstrated an understanding of the material included, 2) has gone beyond the basic requirements of the assignment to show her/his ability to integrate and utilize the material covered in the readings and seminar and, 3) has followed the instructions for the assignment.

**Important Dates**

**Quizzes:**
- September 10
- September 24
- October 15

**Article Assessment**
- October 30

**Research Proposal**
- First two sections
  - September 10

**Third Section**
- November 05

**Final Completed Proposal**
- November 26
CONCEPTUAL OVERVIEW OF COURSE

The material in this course fits into a conceptual overview shown below. If you’re ever confused as to how everything fits together when you are in the midst of the myriad details of the material, refer back to this graphic representation of the research process. Once there, find where we are and how it fits into what you’ve learned before and what will come afterwards.

Stages of the Research Process

<table>
<thead>
<tr>
<th>Stage</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Problem Formulation</td>
<td>Rubin and Babbie: Chapters 1, 2, 3, 4, 5, 6, and 7</td>
</tr>
<tr>
<td></td>
<td>Pyrczak: Chapters 1, 4, 5, and Appendix D</td>
</tr>
<tr>
<td>Design</td>
<td>Rubin and Babbie: Chapters 8, 9, 10, 11, 12, 13, 14, 15, 17, 18</td>
</tr>
<tr>
<td></td>
<td>Pyrczak: Chapters 6, 7, 8, Appendix A, Appendix B</td>
</tr>
<tr>
<td>Fieldwork (Data Collection)</td>
<td>Rubin and Babbie: Chapters</td>
</tr>
<tr>
<td></td>
<td>Pyrczak: Chapter 9</td>
</tr>
<tr>
<td>Analysis</td>
<td>Rubin and Babbie: Chapters</td>
</tr>
<tr>
<td></td>
<td>Pyrczak: Chapters 10 and 11, Appendix C</td>
</tr>
<tr>
<td>Assessment and Evaluation</td>
<td>Rubin and Babbie: Chapters 23</td>
</tr>
<tr>
<td></td>
<td>Pyrczak: Chapter 12</td>
</tr>
</tbody>
</table>
| Reporting | Rubin and Babbie: Chapters  
| Pyrczak: Chapters 2, 3 and 13 |
# CLASS SCHEDULE AND COURSE OUTLINE

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Notification of any such changes shall be made as soon as possible.

<table>
<thead>
<tr>
<th>SESSION</th>
<th>DATE</th>
<th>TOPIC(S)</th>
<th>READING AND OTHER ASSIGNMENT(S)</th>
</tr>
</thead>
</table>
| 1       | 8-27 | Introduction  
What is research? 
What is modeling and why is it important in research? | Rubin and Babbie, Ch. 1 and Ch. 3  
Class exercise  
USE THIS WEBSITE AS NEEDED!  
http://www.socialresearchmethods.net/kb/index.php |
| 2       | 9-03 | Research questions, ethics and cultural issues  
Be prepared to discuss how you would apply the information in the video to developing research questions and conducting research.  
Also, be ready to discuss the ethics implications of the information of the two podcasts.  
You MUST watch and listen to these materials BEFORE CLASS! | Rubin and Babbie, Ch. 4 and Ch. 5  
Pyrczak, Ch. 1  
_Social Work, _57_(1), 1-10. doi: 10.1093/sw/swr002  
http://www.niehs.nih.gov/research/resources/bioethics/whatis/  
http://www.uta.edu/ra/oric/responsible_conduct/human.htm  
NASW code of ethics:  
VIDEO: Watch:  
http://www.youtube.com/watch?v=wd6ksEx3rZw&feature=related (22 minutes)  
http://www.socialwork.buffalo.edu/podcast/episode.asp?ep=58 (40 minutes)  
http://www.socialwork.buffalo.edu/podcast/episode.asp?ep=60 |
| 3       | 9-10 |  
QUIZ  
Proposal section 1 & 2  
Research problem formulation  
Evidence Based Practice Research | Rubin and Babbie, Ch. 2 and Ch. 6  
Pyrczak, Chs. 4 and 5  
http://www.socialwork.buffalo.edu/podcast/episode.asp?ep=21 (37 minutes) |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Additional Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>9-24</td>
<td>QUIZ</td>
<td>More on measurement, sampling, survey research, etc.</td>
<td>Rubin and Babbie, Ch. 7, Ch. 8, Ch. 9, Ch. 14, Ch. 15 Pyrczak, Ch. 8</td>
</tr>
<tr>
<td>6</td>
<td>10-01</td>
<td>Quantitative Research Design and secondary data analysis Quantitative Analysis</td>
<td>Rubin and Babbie, Ch. 10, Ch. 11, Ch. 20, Ch. 21, Ch. 22 Pyrczak: Chs. 9, 10, Appendix C</td>
<td><a href="http://www.experiment-resources.com/research-designs.html">http://www.experiment-resources.com/research-designs.html</a> <a href="https://www.youtube.com/watch?v=dHjH0EFyxOs">https://www.youtube.com/watch?v=dHjH0EFyxOs</a> (15 minutes)</td>
</tr>
<tr>
<td>7</td>
<td>10-08</td>
<td>More on Quantitative Analysis and Secondary Data Analysis</td>
<td>Rubin and Babbie, Ch. 16</td>
<td><a href="https://www.youtube.com/watch?v=kWZf3JouZgA">https://www.youtube.com/watch?v=kWZf3JouZgA</a> (7.75 minutes)</td>
</tr>
<tr>
<td>8</td>
<td>10-15</td>
<td>QUIZ</td>
<td>Discussion section of manuscript (Overall assessment and evaluation of manuscript)</td>
<td>Pyrczak, Chapters 2, 3, 12, 13 and Appendix D Rubin and Babbie, Ch. 23</td>
</tr>
<tr>
<td>9</td>
<td>10-22</td>
<td>Assess and discuss draft article analysis with partner(s), in class</td>
<td>Pyrczak, entire book</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>10-29</td>
<td>Turn in Article assessment Qualitative research design, fieldwork and analysis</td>
<td>Rubin and Babbie, Ch. 17, Ch. 18, Ch. 19 WATCH: <a href="https://www.youtube.com/watch?v=kWZf3JouZgA">https://www.youtube.com/watch?v=kWZf3JouZgA</a> (13.5 minutes)</td>
<td><a href="http://www.experiment-resources.com/qualitative-research-design.html">http://www.experiment-resources.com/qualitative-research-design.html</a> Pyrczak, Ch. 11, Appendix B</td>
</tr>
<tr>
<td>11</td>
<td>11-05</td>
<td>Summary Discussion</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Differences between research and evaluation

<table>
<thead>
<tr>
<th>13</th>
<th>11-19</th>
<th>Presentations of proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>11-26</td>
<td>Presentations of proposal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No presentation extension requests beyond this class.</td>
</tr>
<tr>
<td>15</td>
<td>12-03</td>
<td>Wrap-up</td>
</tr>
</tbody>
</table>

Note: Report broken hyperlinks. This can occur anytime during the semester. I will attempt to locate relevant alternate links for you.

REQUIRED OUTLINE FOR YOUR RESEARCH PROPOSAL PAPER

Note: This is a highly relevant reading. I recommend you organize your proposals tightly to this proposal outline.

I. Title and Abstract

II. Introduction/Statement of the Problem
The problem statement is the guiding theme of the proposal. This section should include a statement of the purpose of the study and should specify its objectives.

Purpose of the Study. This section should specify the social problem or practice issue, addressed by the study and explain why the research is being conducted. It should establish the importance of the problem addressed by the research and explain why the research is needed. For example, it might describe the seriousness of juvenile antisocial behavior nationally, the gaps that exist in the knowledge about this behavior, and why the specific knowledge gap chosen for study is of particular importance.

Objectives. This section should describe what the investigator hopes to accomplish with the research. After reading this section, the reader should be clear about the questions to be answered and the nature of the information to be provided by the proposed research. For example, one might propose to test a drug abuse treatment approach to determine the intervention characteristics that contribute differentially to the success of adolescent boys and girls who participate in the program. Expected outcomes might also include the provision of descriptive information not currently available. An example of this might be a comparison of arrest rates for participants in the years prior to and following participation in the program.

III. Review of the Literature
This section will review published research related to the purpose and objectives described above. It should be noted that references may be found throughout the proposal, but it is preferable for most of the literature review to be reported in this section.

A review of the literature should support the hypotheses, the definition of the variables, methodology and data analysis plan that follows. It should summarize the results of previous studies that have examined similar questions and relationships among the variables included in the proposed research.
An important function of the literature review is to provide a theoretical foundation for and explanation of the relationships among the variables of interest. It is important that the review explain the mechanisms that link the variables of interest. The review can also provide information about related problems, intervention programs and target populations.

The literature review must address three areas:

1. Topic or problem area: This part of the literature review covers material directly related to the problem being studied. It is common for at least two substantive areas to be reviewed because most research involves variables that have been studied in a variety of substantive areas.

   For example, a study of some aspect of juvenile antisocial behavior suggests a review of the literatures on anti-social behavior, adolescent development and families at risk. As another example, research on the differential impact on males and females of intervention characteristics in a substance abuse program could require a review of the literature on substance abuse programs, the specific intervention characteristics in question, and pertinent research on gender differences. As another example, research on conceptualizations of work in high stress settings could suggest a review of the literature on the stress factors in such settings, the concept of stress and the development of job-related attitudes.

2. Theory area: Investigators must identify the social science theory which relates to the problem area. Examples of such theories might be selected from sex-role theory, theories of deviance, leadership theory, small group theory, family systems theory, or conflict theory. The theory area provides the theoretical “lens” through which the writer chooses to view and understand the problem. It provides guidelines for explaining the etiology of problems and the linking mechanisms that connect variables.

3. Methodology: Investigators must review the literature which is appropriate to various aspects of their chosen method, including design, selection of subjects, and methods of data collection. This section describes research methods and measurement approaches used in previous investigations in the area. This content should be considered in designing the proposed research and used to support the choice of design and measurement techniques. Otherwise, the investigator must explain why s/he has chosen methods or approaches that have not been used previously.

A table should be created addressing the above three areas. This will allow for ready synthesis in the text of the literature review (examples will be provided in class).

After reading the literature review, the reader should understand the problem area you have selected and the theoretical models, findings, methodologies, and measurement techniques that have been used in previous, related research efforts.

The literature review should be written to lead up to specific hypotheses or research questions which are then stated at the end of the literature review. Hypotheses should be related to a specific model of problem causation, connecting dependent and independent variables clearly. This is especially appropriate for quantitative research projects. Research questions are also potentially used when the research area is less well defined. In this case, the research questions will pinpoint areas where there are open spaces in the literature: after completing your research, you will have filled in at least one of those
open spaces (gaps) in the literature. In other words, your research, whether by deciding between competing hypotheses, or by answering specific research questions, will improve our understanding of the world within which we live.

**IV. Methodology**

**Design.** This section will describe the type of research design to be used. Will it be an idiographic, survey, quasi-experimental or experimental design? Will it be cross-sectional or longitudinal? Will it be a retrospective or a prospective design? The design should also describe the sequence of events that will occur in conducting the research. This would include how the subjects will be divided up, what the subjects are expected to experience during the research, and when and how often they will be observed or asked for information. After reading this section, the reader should have a clear understanding of the overall design of the study.

**Context, Population, and Sampling (Subjects).** Subjects can be individuals, families, groups, organizations, states, or countries, depending on the unit of analysis. This section will describe the population of interest, and how the sample in the study will be selected. If a sample will not be used, describe how the population will be assessed. For example, how will subjects be selected? Will every subject who volunteers be included? If not, what criteria will be used to choose those to be included? Will there be a comparison group? How will the subjects in that group be chosen? In addition to describing how subjects will be chosen, this section should provide a rationale for the selection approach taken. This rationale usually includes external validity requirements (i.e., the conditions necessary to generalize the findings to a particular target population). After reading this section, the reader should have a clear understanding of how subjects will be selected for the proposed research and of why they will be selected in that particular manner. The reader should also have a clear idea of the characteristics of the intended subjects, including age, sex, ethnicity, education, SES, and other related variables.

**Variables and Instruments.** This section will specify the measures to be included in the proposed study and the methods used to gather the data. It is helpful to divide the variables into dependent variables, independent variables, and covariates. Dependent variables are outcomes (e.g., drug abuse, self-esteem, depression) that are affected or predicted by other variables. They might also include variables that are affected indirectly (e.g., arrest rates, recidivism, and employment record). Independent variables can include intervention approaches, program characteristics, and subject characteristics believed to affect the dependent variables. Covariates are additional independent variables included in the research solely for the purpose of controlling for differences that might exist among subjects. These differences are controlled statistically so that they will not confound conclusions that are drawn about relationships between independent variables and dependent variables.

A description of how each variable will be measured should be included in this section. Sometimes, it is advantageous to measure variables two different ways so that some estimate of measurement validity can be made. After reading this section, the reader will know the specific variables that will be included in the proposed study and how they will be measured.

**Procedures:** The exact procedure for collecting data for each of the variables should be described in this section. This includes who will be the data collector, what he or she will do to collect the data, and where the data will emerge from (self-report by client, observation by a research associate, etc.) Ethical issues as a result of data collection procedures should be described with a resolution presented. There should be enough detail so that anyone picking up your proposal could complete the research.
V. Data Analysis Plan
This section will explain how the data will be analyzed once they are collected. Usually, more than one analysis is conducted. Each analysis that will be used to meet each objective listed above should be described. Also a description of the specific effects to be examined in each analysis, such as main effects, interaction effects, or simple main effects, should be included.

The unit of analysis to be used should be specified and the reason for choosing that unit should be explained. After reading this section, the reader should know which effects will guide the data analysis and in exactly what way the data are to be analyzed to meet each objective of the proposed study. Data analyses should be specifically linked to the hypotheses so that it is clear how each hypothesis will be tested.

VI. References
The references should include full reference documentation for all sources (articles and texts, etc.) mentioned in the proposal. It is important that the investigator fully review relevant previous work in developing the proposal.

VII. Timetable
This section will describe the sequence of activities necessary to conduct the research. It will include the time necessary to complete each activity. After reading this section, the reader will have a clear understanding of what steps will be taken, the order in which they will occur, and the time each step will require.
Written Article Analysis Assessment Guidelines

Students are to use the Pyrczak book *Evaluating Research in Academic Journals* to assess an article they choose that is of interest to themselves. This paper will be assessed using the following weights. The student’s score will be based on a subjective evaluation by the instructor regarding the extent to which the student assesses each element using the criteria in the book, the thoroughness of the assessment, and the quality of the writing.

<table>
<thead>
<tr>
<th>Element</th>
<th>Possible Points</th>
<th>Actual Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluating Title AND Evaluating Abstracts</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Evaluating Introduction and Literature Reviews</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>A Closer Look at Evaluating Literature Reviews</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Evaluating Samples When Researchers Generalize OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluating Samples when Researchers Do NOT Generalize</td>
<td>3</td>
<td></td>
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<tr>
<td>Evaluating Instrumentation</td>
<td>3</td>
<td></td>
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<tr>
<td>Evaluating Experimental Procedures</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Evaluating Analysis and Results Sections: Quantitative Research OR</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Evaluating Analysis and Results Sections: Qualitative Research</td>
<td></td>
<td></td>
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<tr>
<td>Evaluating Discussion Sections</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Putting It All Together</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

Comments and Recommendations:
## Research Proposal Assessment Guidelines

The research proposals will be assessed according to criteria and structure outlined within this rubric.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Missing or Unacceptable 0.0 points (3 or more missing = F)</th>
<th>Developing 1.0 point</th>
<th>Acceptable 2.0 points</th>
<th>Accomplished to Exemplary Varies between 3.0 or 4.0 points</th>
<th>Prof Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Title and Abstract</td>
<td>Title or abstract were omitted or inappropriate given the problem, research questions, and/or method.</td>
<td>Title or abstract lacks relevance or fails to offer appropriate details about the issue, variables, context, or methods of the proposed study.</td>
<td>Title and abstract are relevant, offering details about the proposed research study.</td>
<td>Title and abstract are informative, succinct, and offer sufficiently specific details about the educational issue, variables, context, and proposed methods of the study. (3.0 pts.)</td>
<td></td>
</tr>
<tr>
<td>2 Introduction: Problem, Significance, &amp; Purpose and Objectives of the Study</td>
<td>Statement of the problem, objectives, significance, purpose, questions/hypotheses, or definitions of constructs and variables were omitted or inappropriate.</td>
<td>Although a research problem is identified, the statement is too broad or the description fails to establish the importance of the problem area. Study objectives are unclear or tenuous. Connections to the literature are unclear, debatable, or insignificant.</td>
<td>Identifies a relevant research issue. Connections established with the literature. Study objectives are connected to research problem.</td>
<td>Articulates a specific, significant problem by connecting that problem to the literature. Statement of purpose flows logically from the introduction. The research problem and the statement of significance clearly establish relevance. Study objectives are clear and relevant (3.0 points)</td>
<td></td>
</tr>
<tr>
<td>3 Introduction: Research Questions, Definitions, Assumptions, Limitations</td>
<td>Research questions, definitions, assumptions and limitations were omitted or inappropriate given the context, purpose, or methods of the study.</td>
<td>Elements are poorly formed, ambiguous, or not logically connected to the description of the problem, purpose, or research methods.</td>
<td>Research questions are stated, connected to the research issue, and supported by the literature. Constructs have been identified and variables have been operationally defined. Assumptions and limitations are present.</td>
<td>Articulates clear, reasonable, and succinct research questions and definitions given the purpose, design, and methods of the proposed study. A thorough, reasonable discussion of assumptions and limitations is provided. All elements are mutually supportive. (4.0 points)</td>
<td></td>
</tr>
<tr>
<td>4 Literature Review: Organization</td>
<td>The structure of the literature review is missing, incomprehensible, irrelevant, or confusing.</td>
<td>The structure of the literature review is weak; it does not identify important ideas, constructs or variables related to the research purpose, objectives, questions, or context.</td>
<td>A workable structure has been presented for presenting relevant literature related to the constructs and variables of the proposed study.</td>
<td>Structure is intuitive and sufficiently grounded to each of the objectives, key constructs and variables of the proposed study. (3.0 points)</td>
<td></td>
</tr>
<tr>
<td>5 Literature Review:</td>
<td>The review of literature was missing or consisted of non-research based articles. Propositions were irrelevant, inaccurate, or inappropriate. Theory and/or methodology not mentioned.</td>
<td>A key construct or variable was not connected to the research literature. Selected literature was from unreliable sources. Literary supports were vague or ambiguous. Theory and methodology mentioned but not connected well.</td>
<td>Key constructs and variables were connected to relevant, reliable theoretical and research literature. Theory and methodology are both described but not critically.</td>
<td>Narrative integrates critical and logical details from the peer-reviewed theoretical and research literature. Attention is given to different perspectives, threats to reliability and validity, and opinion vs. evidence. Theory and methodology are both described in detail and assessed critically. (3 points)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Methods: Research Design</td>
<td>The research design is inappropriate or has not been identified and or described using standard terminology. Limitations and assumptions are omitted.</td>
<td>The research design is confusing or incomplete given the research questions and sampling strategy. Important limitations and assumptions have not been identified.</td>
<td>The research design has been identified and described in sufficiently detailed terms. Some limitations and assumptions have been identified.</td>
<td>The purpose, questions, and design are mutually supportive and coherent. Attention has been given to eliminating alternative explanations and controlling extraneous variables. Appropriate and important limitations and assumptions have been clearly stated. (4.0 points)</td>
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<td>7</td>
<td>Methods: Context, Population, and Sampling</td>
<td>The context, population, or sample was not identified or described. The sampling strategy was inappropriate for the research questions.</td>
<td>The description of the context, population, or sampling strategy was confusing, lacked relevance to the purpose, was incomplete, or failed to identify specific quantitative or qualitative details.</td>
<td>The context, population, and sampling strategy was adequately identified and described. The size of the population, sample, and comparison groups was identified.</td>
<td>The description of the context and population was meaningful, including both quantitative and qualitative description. The sampling process was reasonable to recruit a representative sample of the population. Attention was given to controlling for extraneous factors and sampling error. (3 points)</td>
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<td>8</td>
<td>Methods: Variables and Instruments</td>
<td>Instruments and observation protocols for gathering data were not identified by name or described in a meaningful way. Validity and reliability information was omitted.</td>
<td>Description of the instruments (purpose, form, and elements) or observation protocols were confusing, incomplete, or lacked relevance to the research questions and variables.</td>
<td>Instruments and observation protocols were identified by name and described.</td>
<td>Descriptions of instruments and observation protocols included purpose statements, type and number of items, and type of scores. Reasonable evidence of validity and reliability was presented. (4.0 points)</td>
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<td>9</td>
<td>Methods: Procedures</td>
<td>Procedures for treatments and gathering data were omitted.</td>
<td>Procedures (permissions, treatments, and data gathering) were confusing, incomplete, or lacked relevance to purpose, research questions, or sampling strategy.</td>
<td>Procedures for implementing the study (permissions, treatments, and data gathering) were identified and described in a chronological fashion.</td>
<td>Procedures were thorough, manageable, coherent, and powerful for generating valid and reliable data. Procedures were chronological and replicable, with clear distinctions between researcher and participant actions. Clear and reasonable strategies were presented for seeking permissions and for the ethical treatment of human subjects. (4.0 points)</td>
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<td>10</td>
<td>Methods: Data Analysis Plan</td>
<td>Analytical methods (descriptive, inferential test, and significance level) were missing or inappropriately aligned with data and research design.</td>
<td>Descriptive or inferential methods were confusing, incomplete or lacked relevance to the research questions, data, or research design.</td>
<td>Both descriptive and inferential methods were identified. Level of significance was stated.</td>
<td>Analytical methods were sufficiently specific, clear, and appropriate given the research questions, research design, and scale of measurement, and type of distribution. (4.0 points)</td>
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<td>Manuscript: APA (2009), English Composition, &amp; Timeliness</td>
<td>Failure to apply standard rules for manuscript presentation, English composition, and timeliness.</td>
<td>Weak, incomplete, ambiguous, or inconsistent application of APA (2009), manuscript organization, rules of English composition. Delivery was delinquent.</td>
<td>Manuscript conformed to most standards of English composition and APA (2009) guidelines. Timeliness of delivery was acceptable.</td>
<td>Consistently applied assignment, English composition, and APA (2009) guidelines, especially in regards to citations, references, headings, table of contents, page numbers, and running headers. (3.0 points)</td>
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<td>12</td>
<td>Timetable</td>
<td>Missing or unrealistic</td>
<td>Realistic (2.0 pts.)</td>
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Total (add up):

40

Percent Score (Subtotal divided by 40)

Comments and Recommendations:
AMERICANS WITH DISABILITIES ACT
Disability Accommodations: UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD)  www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS)  www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

TITLE IX POLICY
The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

ACADEMIC DISHONESTY
All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

“Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.”  (Regents’ Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22)

STUDENT SUPPORT SERVICES
UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

GRADE GRIEVANCES
Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate / graduate catalog. For undergraduate courses, see http://www.uta.edu/catalog/content/general/academic_regulations.aspx#10; for graduate courses, see http://www.uta.edu/gradcatalog/2012/general/regulations/#grades.
DROP POLICY
Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://www.uta.edu/ses/fao).

ELECTRONIC COMMUNICATION
UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

STUDENT FEEDBACK SURVEY
At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

EMERGENCY EXIT PROCEDURES
Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located out the door and to the right. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

CAMPUS CARRY
Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/


