Stephen F. Austin State University  
James I Perkins College of Education  
Department of Human Services and ed. Leadership  
SPSY 6331  
Quantitative Research Methods  
Fall 2023

Instructor: Luis E. Aguerrevere Ph.D.  
Course Time & Location: Thursday 4:30-7PM

Office: HSTC 213  
Office Hours: Monday 1-3:30 PM  
Thursday 1-4PM (Zoom) or by appointment

Office Phone: 936-468-1153  
Other Contact Information:  
Email: aguerrevle@sfasu.edu

Credits: 3

Prerequisites:

I. Course Description: (brief paragraph)

This course is designed to familiarize students with the basic principles and procedures in experimental data analysis. Research methods, emphasizing use of experimental control, and analysis of data for reporting experimental and non-experimental results in the psychological study of human behavior.

SPSY 6331: Quantitative Research Methods (3 credit hours) typically meets twice per week for two 75-minute segment for 15 weeks, and also meets for a 2-hour final examination. Students have weekly reading assignments, complete three statistics assignments, complete one large research proposal, analyze and present mock research findings, and prepare for and take a midterm and final examination. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments are located on the PCOE website.

This course reflects the following core values of the College of Education:
• Academic excellence through critical, reflective, and creative thinking
• Life-long learning
• Collaboration and shared decision-making
• Openness to new ideas, to culturally diverse people, and to innovation and change
• Integrity, responsibility, diligence, and ethical behavior
• Service that enriches the community

The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.
The goals of this course are closely aligned to those of the College of Education (COE), which is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. As a preliminary step in this process the knowledge obtained in this course will enable candidates to develop the requisite knowledge, skills, and dispositions necessary for admission into the COE Teacher Certification Program.

This course also supports the mission of the Human Services Department. The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.

Program Learning Outcomes (PLO)

1. **Human Diversity:** Candidates demonstrate awareness and sensitivity in working professionally with diverse individuals, groups, and communities.

2. **Psychoeducational Foundations:** Each graduate student must demonstrate appropriate knowledge of historical, political and laws, policies, and procedures that affect the field of psychology and education.

3. **Content Knowledge:** Each candidate must also demonstrate the ability to use knowledge of biological, psychological sociocultural, ethical and legal factors to understand typical and atypical behavior.

4. **Research & Technology:** SFA trained psychologists must demonstrate the ability to use their knowledge of research, statistics, and evaluation methods to inform all areas of practice, from choosing appropriate methods for collecting information to making recommendations for interventions based on empirical evidence.

5. **Professional Skills and Dispositions:** Candidates will conduct themselves in a manner that reflects the values and attitudes alienated with the American Psychological Association policies and guidelines; The candidate will demonstrate knowledge, skills, and professional work characteristics/dispositions and effectively apply them in the practice.

6. **Application of Principles and Procedures:** Assessment that demonstrates candidates’ knowledge, skills, and dispositions are applied effectively in the practice of psychology. As part of this assessment, each student must document the ability to use both problem-solving (client-centered) and process-focused (consultee-centered) models of consultation.

7. **Communication:** The candidate will demonstrate proficiency in communication skills relevant to the field of psychology both written and spoken. This may include, but not be limited to, effective writing for different purposes, effective presentation skills for a variety of audiences and purposes, and skills for interacting appropriately with others.

Student Learning Outcomes:

1. Explain the assumptions associated with univariate statistics and best practice in research methodology

2. Utilize SPSS software, and interpret research findings.

3. Discuss the advantages of univariate procedures and procedures based on randomization tests.

4. Test the assumptions associated with linear and multiple regression and various univariate tests.

5. Employ scatterplots for checking the assumptions of linear and multiple regression procedures.

6. Understand and discuss the general purpose and types of research questions pertaining to univariate analysis of variance, main effects, interactions among variables, specific comparisons and trend analysis, and effect size.
7. Identify and employ univariate analysis of variance and covariance tests in areas where they are most appropriate.
8. Use small data sets to perform hand calculations of all basic statistical procedures discussed in this course and verify the accuracy of hand calculations using SPSS software.
9. Read, discuss, and analyze a wide range of recent and classic studies within the behavioral sciences and provide a critical review of findings from these studies.
10. Complete a review of literature on a novel research topic, develop a brief method and procedures section/research and null hypotheses/decision rules clearly stated.
11. Provide results section for the above in which you elaborate on what was accomplished, and a discussion section in which you provide a summary of the main findings.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Exams: In this course, there will be 3 exams based on the content presented in class lecture and the book). Exams will have true/false, multiple choice and essay items.

CITI Training Certificate*: Students will complete the required and supplemental Social-Behavioral and Educational Modules (see attached list). The certificate should be uploaded to the appropriate folder on D2L Dropbox by Sunday, 5 pm, at the end of the week it is due.

Statistics Assignments*: Students will complete 3 assignments based on statistics problems. To complete each assignment, students will utilize SPSS to complete each problem. Completed assignments will be submitted to the appropriate D2L Dropbox folder by Sunday, 5 pm, at the end of each week they are due (see course schedule below).

Research Project**: Students will write a 7-10 page research paper that includes a brief literature review, purpose, hypotheses, methods, data analyses and discussions sections (see rubric in appendices). The paper should follow APA format. Students will use previously collected data from themselves or from the instructor’s research to conduct a new study.

Professional Poster presentation**: Students will complete a presentation of their project, including an abstract, introduction, methods, results, and discussion. The poster presentation will be evaluated by the instructor and other faculty members during a program’s Monday lunch. This assignment is an extension of the Research Project.

*Assignments will be submitted to the appropriate Dropbox folder on D2L. Late assignments will receive a 5% reduction in possible points each day they are late. Day 1 begins the minute following the time assignments are due. Day 2 begins 24 hours following the time assignments are due, and so on. Any required drafts of the Research Project not submitted on time will result in the above schedule of point reduction on the final Research Project assignment. Assignments not submitted by midnight on the last day of finals will be graded and recorded as a 0.

**All research project activities for master’s students will be in groups (Research Planning Outline, Research Project, Professional Presentation). Groups will be assigned by the instructor, and all group members will receive the same grade for each assignment, with the exception of the professional presentation. If any group member is absent from the professional presentation, he/she will receive a score of 0, unless otherwise approved by the instructor.
### IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Exams</td>
<td>30%</td>
</tr>
<tr>
<td>Statistics Assignments</td>
<td>30%</td>
</tr>
<tr>
<td>Research Project</td>
<td>30%</td>
</tr>
<tr>
<td>Professional Presentation</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Total Points** 100%

| CITI Training Certificate | 5% (BONUS) |

Revised August 17, 2021
V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>LECTURE</th>
<th>Date</th>
<th>Topic</th>
<th>Required Reading</th>
<th>Due Sunday of Same Week</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Aug 28</td>
<td>The Science of Psychology</td>
<td>Jhangiani 1,2</td>
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<td></td>
<td>Sep 04</td>
<td>Research Ethics</td>
<td>Jhangiani 3,</td>
<td>Citi training due</td>
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<td></td>
<td>Sep 11</td>
<td>Psychological Measurement</td>
<td>Jhangiani 4</td>
<td>Selection of Data-Set</td>
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<td></td>
<td>Sep 13</td>
<td>Experimental and non-Experimental Research</td>
<td>Jhangiani 5,6</td>
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<tr>
<td></td>
<td>Sep 18</td>
<td>Survey Research and Quasi-experimental designs</td>
<td>Jhangiani 7,8</td>
<td>Title and Introduction section (optional)</td>
</tr>
<tr>
<td></td>
<td>Sept 25</td>
<td>Exam 1</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Oct  2</td>
<td>Basic Statistics Concepts</td>
<td>Cote 1, Field 2</td>
<td>Methods section (optional)</td>
</tr>
<tr>
<td></td>
<td>Oct  9</td>
<td>SPSS and Graph builder</td>
<td>Cote2, Field 4 and 5</td>
<td>Stats Assignment 1 Cote exercises chapters 2 and 3</td>
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<td></td>
<td>Oct 16</td>
<td>Measures of central tendency/spread, normal distribution/ Z-Scores</td>
<td>Cote 3,4</td>
<td></td>
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<tr>
<td></td>
<td>Oct 23</td>
<td>Hypothesis testing</td>
<td>Cote 7, Field 3</td>
<td>Stats Assignment 2 Cote chapter 4, Field Chapters 4,5</td>
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<tr>
<td></td>
<td>Oct 30</td>
<td>Exam 2</td>
<td></td>
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<tr>
<td></td>
<td>Nov 13</td>
<td>Correlations/ Presenting your Research</td>
<td>Cote 12, Field 8</td>
<td>Stats Assignment 3 Field Chapters 8,10</td>
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<tr>
<td></td>
<td>Nov 20</td>
<td>Comparing 2 means/ Descriptive Statistics</td>
<td>Cote, 8, 9 and Field 10, 16; Jhangiani 11</td>
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<tr>
<td></td>
<td>Nov 27</td>
<td>Chi Squared/ Inferential Statistics</td>
<td>Cote 14, Field 19; Jhangiani 13</td>
<td>Results section (optional)</td>
</tr>
<tr>
<td></td>
<td>Dec 04</td>
<td>Poster Presentation (lunch-Monday)</td>
<td></td>
<td>Discussion section (optional)</td>
</tr>
</tbody>
</table>

EXAM 3 and Research Project due – Dec 16th

VI. Readings (Required and recommended—including texts, websites, articles, etc.):

Required:

1. Cote, Linda R.; Gordon, Rupa; Randell, Chrislyn E.; Schmitt, Judy; and Marvin, Helena, "Introduction to Statistics in the Psychological Sciences" (2021). Open Educational Resources Collection. 25. Available at: https://irl.umsl.edu/oer/25 - Version 08/01/2023
4. Andy Field’s *Discovering Statistics Using IBM SPSS Statistics* (5th edition)
You may also find his website useful: [http://www.statisticshell.com/html/apf.html](http://www.statisticshell.com/html/apf.html)

5. Software
SPSS Statistics GradPack (see dealer for cost on this item)

**Articles (provided by instructor)*:**

*Additional articles may be required throughout the semester and will be made available to students by the end of the week before they are required.

**VII. Course Evaluations:**

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

**VIII. Student Ethics and Other Policy Information: Found at [http://www.sfasu.edu/policies/](http://www.sfasu.edu/policies/)**

**Class Attendance and Excused Absence: Policy 6.7**

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

**Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and
Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s
ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
SFASU Counseling Services  
www.sfasu.edu/counselingservices  
3rd Floor Rusk Building  
936-468-2401

SFASU Human Services Counseling Clinic  
www.sfasu.edu/humanservices/139.asp  
Human Services Room 202  
936-468-1041

**Crisis Resources:**
Burke 24-hour crisis line 1(800) 392-8343  
Suicide Prevention Lifeline 1(800) 273-TALK (8255)  
Crisis Text Line: Text HELLO to 741-741

**To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:**

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

   A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a **non-refundable fee.** The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.
You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_EvaluationFAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html. YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.
## CITI Modules

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<thead>
<tr>
<th>Required Modules</th>
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<tbody>
<tr>
<td>Belmont Report and Its Principles</td>
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<td>Students in Research</td>
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<tr>
<td>Defining Research with Human Subjects</td>
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<tr>
<td>Assessing Risk</td>
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<td>History and Ethical Principles</td>
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<td>The Federal Regulations</td>
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<tr>
<td>Informed Consent</td>
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<td>Internet-Based Research</td>
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<tr>
<td>Privacy and Confidentiality</td>
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<td>Research with Prisoners</td>
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<tr>
<td>Research with Children</td>
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<tr>
<td>Research in Public Elementary and Secondary Schools</td>
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<tr>
<td>International Research</td>
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<tr>
<td>Research and HIPAA Privacy Protections</td>
</tr>
<tr>
<td>Vulnerable Subjects – Research Involving Workers/Employees</td>
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<tr>
<td>Conflicts of Interest in Human Subjects Research</td>
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</tbody>
</table>
Research Project Instructions

7-10 pages, including title, references, tables and figures

As you are working on your paper, keep in mind that its primary function is to demonstrate your ability to read and understand scholarly research and to use it to support your own ideas and opinions. Make sure you read the relevant parts of your textbook before beginning your research to help you put your topic in proper context.

Your paper should be typed and double spaced (times new roman style, 12 font, 1 inch margins across the paper) and should be organized as follows:

a. Abstract: (75-120 words)

b. Literature Review/Introduction: Discussion of the scientific evidence that led you to your study purpose and research questions. Here, you will discuss at least 6 articles that are relevant to supporting your research question(s). At least half of your articles should be published within the last 5 years.
   i. To effectively use the content of the 6 journal articles to support your ideas, be sure to clearly describe 1) the topic of the research being reported, 2) the research method used (and how these methods may have affected the results), 3) the researcher’s conclusions, and 4) future research questions raised by the research.
   ii. In the last paragraph of the introduction of your paper, summarize the research findings and briefly state how the research relates to the topic of your paper. In this same paragraph, you should clearly and concisely describe the purpose of your study, any research questions, and various SPECIFIC hypotheses on which you are basing your proposal.

c. Methods: Here you will present your participants, materials and procedures. Be specific – another researcher should be able to read your proposal and run your study.

d. Data Analysis and Results: Here you will present your design, including a discussion of how this design appropriately answers your research questions and controls for threats to validity and a description of the statistics you used and their appropriateness for your design.
e. **Results:** Following analyses of the data (provided to you), write the results of your study. This section should be organized by research question and will include descriptive and parametric results.

f. **Discussion:** This section should include a summary of your study and results, the implications of your results, limitations to your study, and future directions for research.

g. **References:** All the books and journal articles used for your paper should be listed alphabetically in a bibliography at the end. **You should follow the style manual of the American Psychological Association (APA) - seventh edition.**

h. Any tables and figures should follow the style manual of the American Psychological Association (APA) - seventh edition.
# Research Project Grading Rubric

## Technical requirements /20%

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<thead>
<tr>
<th></th>
<th>Below Expectations (1)</th>
<th>Meets Expectations (3)</th>
<th>Exceeds Expectations (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Technical Usage</strong></td>
<td>1. Inappropriately uses lay terminology when technical terminology is appropriate.</td>
<td>1. Generally makes the appropriate choice of lay language or technical language.</td>
<td>1. Technical language or lay language is appropriately selected.</td>
</tr>
<tr>
<td></td>
<td>2. Uses technical terminology incorrectly.</td>
<td>2. Uses technical terminology correctly.</td>
<td>2. Usage is precise, appropriate, parsimonious and enlightening.</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>1. Grammatical errors substantially detract from the communication.</td>
<td>1. Grammatical errors are minimal and do not detract from the communication.</td>
<td>1. The document is free of grammatical errors.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>1. Spelling, punctuation, or format errors are abundant.</td>
<td>1. Minimal spelling, punctuation, or format errors.</td>
<td>1. No spelling, punctuation, or format errors.</td>
</tr>
<tr>
<td><strong>References</strong></td>
<td>1. Inappropriate references.</td>
<td>1. Citations are appropriate, although not ideally matched to the content of the paper.</td>
<td>1. Citations are appropriate to the content of the paper in breadth, depth, and currency.</td>
</tr>
<tr>
<td></td>
<td>2. Many errors in the form of citations in either the body or the reference section.</td>
<td>2. A few incorrect citations are noted in either the body or the reference section.</td>
<td>2. Citations are correctly cited in both the body and the reference section.</td>
</tr>
<tr>
<td></td>
<td>3. Many references in the body not cited in the reference section and vice versa.</td>
<td>3. A few citations in the body do not match those in the reference section.</td>
<td>3. Citations match in the body and in the reference section.</td>
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</table>

## Content /60%

<table>
<thead>
<tr>
<th></th>
<th>Below Expectations (1)</th>
<th>Meets Expectations (3)</th>
<th>Exceeds Expectations (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content/Focus</strong></td>
<td>1. Sources of ideas are inadequately documented.</td>
<td>1. Sources of ideas are mostly documented, some inferences needed.</td>
<td>1. Sources of ideas clearly documented for further research.</td>
</tr>
<tr>
<td></td>
<td>2. No evidence of purpose or direction. Unclear theme.</td>
<td>2. Purpose and direction discernable. Theme is clear and partially limited.</td>
<td>2. Clear purpose and direction. Theme captures readers attention and sustains the paper.</td>
</tr>
<tr>
<td></td>
<td>3. Tables, figures and Appendices are not used correctly.</td>
<td>3. Tables and figures and Appendices are used correctly but are not explained in text.</td>
<td>3. Tables and figures and Appendices are used correctly</td>
</tr>
<tr>
<td></td>
<td>4. Ideas are not coherent in all the sections.</td>
<td>4. Ideas are coherent but are not related to the hypotheses, results and conclusions.</td>
<td>4. Ideas are coherent and are related to important areas of the study.</td>
</tr>
</tbody>
</table>
5. There is no link between the sections of the manuscript

5. There is a link between the sections of the manuscript but there is limited explanation about this link.

5. There is a link between the sections of the manuscript and explanation about this link.

<table>
<thead>
<tr>
<th>Interest/Communication/Creativity /20%</th>
<th>Below Expectations (1)</th>
<th>(2) Meets Expectations (3)</th>
<th>(4) Exceeds Expectations (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reasoning</td>
<td>1. Presentation is illogical, disordered. 2. Inferences are unsupported by evidence. 3. Ideas are presented without attention to synthesis.</td>
<td>1. Logical, orderly presentation is apparent. 2. Inferences are supported by evidence. 3. Effort is made to synthesize ideas from different sources.</td>
<td>1. The writing is logical, orderly, internally consistent, and well developed. Elegant. 2. Inferences are well supported by evidence. 3. Ideas are well synthesized, following an established outline.</td>
</tr>
<tr>
<td>Communication</td>
<td>1. Word choice is inappropriate. Informal, stilted, arcane, or idiosyncratic. 2. Incoherent organization fails to lead to the intended conclusion. 3. Lack of awareness of readers’ perspective. 4. Poorly formed sentences and paragraphs, with many awkward passages. 5. Heavy reliance on quotations or paraphrasing.</td>
<td>1. Word choice is acceptable for the intended audience. 2. Generally good although obvious organization. 3. Shows awareness of readers’ perspective. 4. Sentences and paragraphs relate to each other, though connections are occasionally remote or obscure. 5. Original writing supported with occasional quotations, paraphrasing.</td>
<td>1. Words are well chosen. Scholarly expository style 2. Organization is so excellent as to be unnoticed. 3. Appreciation of readers’ perspective is obvious. 4. Writing is flowing and easy to follow. 5. Limited quotations and paraphrasing well integrated with original writing.</td>
</tr>
</tbody>
</table>

Comments:
Total Points: _________
Presentation Rubric

**Visual Aid /20%**
Successful use of poster to illustrate ideas

**Content /40%**
Comprehensively explained, both written and orally:

- Overview
- Background
  - Reasons for study
  - Brief literature review
    - Should lead to your hypothesis
- Methods
  - Materials (constructs and operational definitions)
  - Design
  - Procedure
- Results
- Discussion

**Clarity /40%**
Successfully explained the study

**Handling of questions /10**
Successfully responded to questions and concerns

**Total Points: __________**