Course Description

In this survey course, we will examine the theoretical and epistemological differences among different research paradigms. We will use this examination to understand and appreciate qualitative, quantitative, and mixed-methods approaches. We will get an overview of the entire scope of the research process, such as reviewing the existing literature to identify significant gaps, coming up with novel and important research questions to investigate, and identifying the role that theory plays in research. We will then gather special interest groups to lead us in discussion of the many of different data collection methods that information professionals and researchers use to investigate research questions, including interviews, focus groups, diaries, surveys, and experiments. We will put what we’ve learned into practice for our final project, a meta-research proposal.

Course Policies

Attendance
Students are expected to attend every class and to be on time. If you are unable to make a class, please e-mail me beforehand and check in with a fellow student following class so that you can catch up on anything you missed. Attendance will be taken at the beginning of each class session. Absences will only be excused in accordance with University policy (illness, religious observances, participation in University activities at the request of University authorities, and compelling circumstances beyond your control). Any planned absences due to religious observances must be communicated to me in writing during the first two weeks of class. Students may miss one class session with no penalty. Repeated tardiness will be considered an unexcused absence.

Course Participation
Students are expected to actively participate in every class. This will require that you finish all assigned readings prior to each class session. Participation forms an integral part of your own learning experience, as well as that of your classmates. Your participation in classroom discussions, as well as in your group projects throughout the semester (after group work, your team will be asked to evaluate your contribution), will count substantially toward your final grade. Classroom discussions should remain professional and respectful at all times.

Policy on Eating and Drinking in Class
Many of us are meeting at the end of a long day, so I expect that many of you will be bringing food and drink. In the interest of preserving an environment with minimal distraction, I ask that if you do plan to eat in class, you do not bring in any hot food, food with strong odors, or food that is will be noisy to eat. We will take breaks during class, during which time you can get a snack in.

Policy on Electronic Devices in Class
Please silence your phones for class. If you need to take a call or check your email, please step out of class and rejoin us as soon as possible.

**Written Work**
All written work should be proofread and revised as necessary before you submit it. Use Times New Roman 12-point font and one-inch margins. All documents should be single-spaced. Be sure to organize your papers, using section and subsection headings to identify portions of your work, and include your name on every page. Use APA Style for in-text citations and reference lists. There are many resources about APA style available on the Internet. See, for example, [http://www.lib.umd.edu/tl/guides/citing-apa](http://www.lib.umd.edu/tl/guides/citing-apa); [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/); and [http://www.apastyle.org/learn/faqs/index.aspx](http://www.apastyle.org/learn/faqs/index.aspx).

**Submitting Assignments**
Each assignment must be submitted before the beginning of class on the due date through our Canvas site ("INST701"). Please submit only one file per assignment (Word or pdf format for papers; PowerPoint for presentations), naming your file using the following convention: LastName_FirstName_Assignment#_Date (e.g. ‘Smith_John_Assignment2_10122016’).

**Late Work**
Unless you are facing an emergency situation AND you request an extension from me at least 48 hours in advance of the due date, late work will automatically be graded down by one step for each day that it is late. Assignments more than seven days late will not be accepted.

**Academic Integrity**
All assignments in this class must reflect your own original work. You must cite and properly attribute any material quoted or paraphrased from some other source. The University of Maryland, College Park has a nationally recognized Code of Academic Integrity administered by the Student Honor Council.

This Code sets standards for academic integrity at the University of Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. For more information on the Code of Academic Integrity or the Student Honor Council, please visit [www.shc.umd.edu](http://www.shc.umd.edu). Please also read and adhere to the University of Maryland Code of Academic Integrity ([http://www.president.umd.edu/policies/docs/III-100A.pdf](http://www.president.umd.edu/policies/docs/III-100A.pdf)). You may also find this Office of Student Conduct definition of academic dishonesty to be helpful: [http://osc.umd.edu/OSC/AcademicDishonesty.aspx](http://osc.umd.edu/OSC/AcademicDishonesty.aspx).

**Syllabus Change Policy**
This syllabus is subject to change with advance notice. If a change becomes necessary, I will announce the change in class and e-mail all of you. The version posted on Canvas will always be the most up-to-date.

**Student Course Evaluations (CourseEvalUM)**
Toward the end of the semester, you will have an opportunity to evaluate this course. Your participation in these evaluations is integral to the success of our College. Your feedback will remain completely confidential and will be immensely valuable in improving our school’s teaching effectiveness and learning environments. I will e-mail you to let you know when the course evaluation system will be available. At that time, please go to [https://www.courseevalum.umd.edu/](https://www.courseevalum.umd.edu/) to complete your evaluation of this course. If over 70% of the students in the class complete their evaluation, you will be able to access the aggregate results through Testudo (if you have completed all of your course evaluations). I will also provide opportunities through mid-semester soliciting your anonymous feedback.

**Special Accommodations**
If you need any accommodations due to a disability, please first register with the Disability Support Service (DSS) office ([http://www.counseling.umd.edu/DSS/](http://www.counseling.umd.edu/DSS/)) and file any required documentation, and then see me as early as possible in the semester to let me know. We can then work with DSS to determine how to best
accommodate your needs.

Learning Assistance Service
If you’re experiencing difficulties in keeping up with the academic demands of this course, please consider contacting the Learning Assistance Service, 2202 Shoemaker Building, 301-314-7651 (http://www.counseling.umd.edu/LAS). Their educational counselors can help with time management, reading, math learning skills, note-taking and exam preparation skills. All of their services are free to UMD students.

Emergency Preparedness
Please see the University’s Emergency Preparedness Website (http://prepare.umd.edu/) for information about the current status of the campus. If a class session needs to be rescheduled, I will e-mail you as soon as possible.

Course Objectives
By the end of this course, students will be able to:

1. Articulate similarities and differences among research paradigms and identify the unique roles these paradigms play in knowledge building.
2. Make connections and illustrate relationships among sources included in a literature review.
3. Analyze the role of theory in different research paradigms.
4. Productively draw connections between research papers in a variety of fields to central notions of best practices in research design.
5. Summarize effective writing strategies for research papers.
6. Explain ethical issues and concerns and how to address or mitigate these.
7. Describe a variety of data gathering and analytical strategies employed within the information field.
8. Demonstrate the ability to productively collaborate with peers to develop an engaging presentation.
9. Practice applying basic research design techniques such as survey design and qualitative coding.
10. Demonstrate the ability to develop an argument for a research proposal.

Assigned Readings
There are two required textbooks for everyone in this course. I’m fine with you buying older editions of either books but it’s going to be a buyer beware situation. Your chapters might not line up exactly with the syllabus, and there might be slight variations in the readings, but overall, you should be fine.


Additional Readings
I have additional readings integrated throughout the course. These are available on CANVAS. These will allow us to take what we’ve learned and apply it to novel situations. This will mean reading outside of our field of expertise. We do this intentionally for a few reasons. It forces us to step back and look at the research theory and methods and get away from thinking too much about the content. Additionally, mastering research as a practice that transcends
disciplines builds our ability to transfer our knowledge, because transfer doesn’t happen without practice. The readings can be found in the learning management system.

**Special Interest Group Reading (You will be assigned one of these)**

In addition to this reading, you will be assigned to Special Interest Groups (SIG) to do a “deeper dive” into specific content. Your SIG will be responsible for doing the deep reading on a particular research area and developing an interactive presentation to convey what you have learned. The SIGs will be your opportunity to focus on your areas of interest. We have two weeks in October where we won’t meet as a class. Instead, I ask the SIGs to manage their own time and needs for developing their lessons. Your SIG presentation and your peers’ evaluation of your preference will comprise your midterm grade. Start thinking about your 1st, 2nd, and 3rd choice. You and your group should negotiate how you get your hands on these books and depending on your needs and aspirations, it may make sense to buy your own copy.

<table>
<thead>
<tr>
<th>Method(s)</th>
<th>Required SIG text</th>
<th>What is it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantitative ethnography</td>
<td>Shaffer, D.W. (2017). <em>Quantitative ethnography</em>. Cathcart Press.</td>
<td>The focus on digital ethnography seemed more useful in an information school than classical ethnography, so this book is like if anthropology and statistics had a baby. This book is brand new, so we’re going to learn together.</td>
</tr>
<tr>
<td>Case Studies</td>
<td>Yin, R.K. (2017). <em>Case study research and applications (6th ed)</em>. Sage Publications.</td>
<td>Case studies combine a number of data collection and analytic strategies in order to describe the change of a case over time. A case can be an organization, a cohort of individuals, a person, a situation. This is the most cited text in case studies.</td>
</tr>
<tr>
<td>Interviews</td>
<td>Weiss, R. S. (1995). <em>Learning from strangers: The art and method of qualitative interview studies</em>. Simon and Schuster.</td>
<td>You guys probably got this one. The book is considered the cornerstone, so forgive the publication date!</td>
</tr>
<tr>
<td>Focus Groups</td>
<td>Krueger, R.A., Casey,M.A. (2014), <em>Focus groups: A practical guide for applied research (5th ed)</em>. Sage Publications.</td>
<td>There are lots of misconceptions about what focus groups are and are not, what they do, how they work. This book will make you an expert in short order.</td>
</tr>
<tr>
<td>Qualitative analysis (coding)</td>
<td>Saldaña, J. (2015). <em>The coding manual for qualitative researchers</em>. Sage Publications.</td>
<td>What do you do with data from focus groups, interviews, observations, etc.,? This SIG will look not at data collection, but qualitative data analysis.</td>
</tr>
<tr>
<td>User experience research</td>
<td>Nunnally, B., &amp; Farkas, D. (2017). <em>UX research: Practical techniques for designing better products</em>. O’Reilly Media.</td>
<td>This is a collection of other data collection and analysis types found in other SIGs, but this will allow the group to focus on issues specific</td>
</tr>
<tr>
<td><strong>Action research</strong></td>
<td>Stringer, E.T. (2013). <em>Action Research (4th ed.)</em>. Sage Publications.</td>
<td>Action research is good for those of you who are not planning a career in pure research, as it describes the research process from the point of view of someone actively involved in changing a situation or solving a problem.</td>
</tr>
<tr>
<td><strong>Grounded theory</strong></td>
<td>Glaser, B., &amp; Strauss, A. (2017). <em>Discovery of grounded theory: Strategies for qualitative research</em>. Routledge.</td>
<td>This is a foundational text on grounded theory, which talks about how you generate theory from data. Ideal for PhD students, or others who plan careers in research.</td>
</tr>
<tr>
<td><strong>Content analysis</strong></td>
<td>Neuendorf, K. A. (2016). <em>The content analysis guidebook</em>. Sage.</td>
<td>Content analysis is a method for making replicable and valid inferences in media, from video, photos, to text. This was a go-to for my dissertation, which was about science communication via web video.</td>
</tr>
<tr>
<td><strong>Social network analysis</strong></td>
<td>Yang, S., Keller, F. B., &amp; Zheng, L. (2016). <em>Social network analysis: Methods and examples</em>. Sage Publications.</td>
<td>Social network analysis is a quantitative way to study relationships.</td>
</tr>
<tr>
<td><strong>Log analysis</strong></td>
<td>Taksa, I., Spink, A., &amp; Jansen, B. J. (2009). Web log analysis: Diversity of research methodologies. In <em>Handbook of research on web log analysis</em> (pp. 506-522). IGI Global.</td>
<td>A constellation of methods, weblog analysis can encompass a number of digital records, from search longs to web analytics. The reading on this is relatively brief, so I have some sample studies for this SIG to use in their presentation, and I expect you find other studies on your own as well.</td>
</tr>
</tbody>
</table>

experiences and interpretations, normally over an extended period of time.

**Assignments**

Here is the rundown of assignments and their point value. Rubrics can be found at the end of the syllabus. The rubrics with immediate deadlines can be found at the end of this syllabus. Other rubrics will be added throughout the course as needed.

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Assignments</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>9/6</td>
<td>Assignment 1: Research paper introductions</td>
<td>10</td>
</tr>
<tr>
<td>10/4</td>
<td>Assignment 2: Research memos part A</td>
<td>15</td>
</tr>
<tr>
<td>Various</td>
<td>SIG Presentations</td>
<td>20</td>
</tr>
<tr>
<td>Various</td>
<td>SIG per evaluation</td>
<td>5</td>
</tr>
<tr>
<td>11/15</td>
<td>Assignment 3: Research memos part B</td>
<td>15</td>
</tr>
<tr>
<td>11/29</td>
<td>Assignment 4: Survey revision</td>
<td>5</td>
</tr>
<tr>
<td>12/6</td>
<td>Assignment 5: Coding practice</td>
<td>5</td>
</tr>
<tr>
<td>12/20</td>
<td>Final: Developing the argument for your proposal</td>
<td>25</td>
</tr>
<tr>
<td>Ongoing</td>
<td>Class Participation</td>
<td>20</td>
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<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>120</strong></td>
</tr>
</tbody>
</table>

**Course Schedule**

**Part I: Overview of the practice of research**

8/30 Course meets online
**Introduction**

- In Canvas, go to Module 1, “Getting Started.” Follow the steps there, and complete all activities before we meet next week.
- **Readings for next week**
  - Creswell Ch 1: The selection of a research approach
  - Article: Hunting Associations between Badgers and Coyotes
  - Article: Causal Explanation, Qualitative Research, and Scientific Inquiry in Education
- Assignment for next week:
  - Final step in the Getting started module

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Details</th>
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</thead>
</table>
| 9/6  | Research paradigms | **ASSIGNMENT #1 DUE IN CLASS**
  - **Readings for next week**
    - Creswell Ch 2: Review of the Literature
    - Creswell Ch 3: The Use of Theory
    - Maxwell Ch 3: Conceptual context: What do you think is going on? |

<table>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Details</th>
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| 9/13 | Literature & Theory | **Course meets face to face**
  - **Readings for next week**
    - Maxwell Ch 1: A model for qualitative research
    - Creswell Ch 4: Writing strategies and ethical considerations
  
  *Sign up for a SIG (link to sign up is on CANVAS) before Monday (9/18) 
  
  **Ethics talk preparation:**
  - completed their Basic Social & Behavioral Research training module in CITI program [www.citiprogram.org](http://www.citiprogram.org)
  - bring a laptop/tablet to class |

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<th>Date</th>
<th>Topic</th>
<th>Details</th>
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</thead>
</table>
| 9/20 | Ethics & Writing Strategies | **Course meets face to face**
  - Presentation from U Maryland’s IRB
  - **Readings for next week**
    - Maxwell Ch 2: Purposes: Why are you doing this study?
    - Maxwell Ch 4: What do you want to understand?
    - Creswell Ch 5: The introduction
    - Creswell Ch 6: The purpose statement
    - Creswell Ch 7: Research questions and hypothesis |

**Part II: Designing Research**

<table>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Details</th>
</tr>
</thead>
</table>
| 9/27 | Making the case for your research | **Course meets face to face: Meet in McKeldin 6107**
  - **Readings for next week**
    - Creswell Ch 8: Quantitative methods
    - Creswell Ch 9: Qualitative methods
    - Creswell Ch 10: Mixed methods procedures
    - **Assignment #2:** Research memo part a (Maxwell Memos: 3.1;
### 10/4
**An overview of methods**

**Course meets face to face**

**ASSIGNMENT #2 DUE IN CLASS**
- *Readings for next week depend on your SIG*

### 10/11
**SIG Meetings**

**SIGS meet independently**

### 10/18
**SIG Meetings**

**SIGS meet independently**
- *Readings for next week*
  - Maxwell Ch 5: What will you actually do?
  - Maxwell Ch 6: How might you be wrong?
  - Maxwell Ch 7: Presenting and justifying a qualitative study

### 10/25
**Analysis, validity, and generalization**

- *Readings for next week*
  - Article: Focus group study

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**Part III: Methods**

### 11/1
**Focus Groups, Case Studies, Action Research**

**SIG Presentations**
- *Readings for next week*
  - Article: Network analysis

### 11/8
**Social Network Analysis, Content Analysis, Log analysis,**

**Course meets face to face**

**SIG Presentations**
- *Readings for next week*
  - Article: Pew surveys
  - Assignment for next week:
    - Research memo part b (Maxwell Memos: 5.1; 5.2; 6.1)

### 11/15
**Experimental research design, Grounded**

**Course meets face to face**

**Assignment #3 DUE IN CLASS**
- Assignment for next week:
  - Survey revision
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/22</td>
<td>Holiday</td>
<td>Course meets face to face</td>
</tr>
<tr>
<td>11/29</td>
<td>Usability testing, Ethnography, Qualitative coding</td>
<td>Course meets face to face</td>
</tr>
<tr>
<td></td>
<td>Assignment #4 Survey revision due in class</td>
<td>Assignment #4 Survey revision due in class</td>
</tr>
<tr>
<td>12/6</td>
<td>Presenting data/ data visualization</td>
<td>Assignment #5 Practice coding due</td>
</tr>
<tr>
<td>12/13</td>
<td>Peer critique and writing workshop</td>
<td>Course meets face to face</td>
</tr>
<tr>
<td>12/22</td>
<td>Final Due!</td>
<td>Course meets online</td>
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<tr>
<td></td>
<td>Submit your metacognitive research proposal before midnight</td>
<td></td>
</tr>
</tbody>
</table>

**Grading**

**Class participation**

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Present and on-time to every class</td>
</tr>
<tr>
<td>3</td>
<td>Misses 1-2 class sessions</td>
</tr>
<tr>
<td>2</td>
<td>Misses 3 classes</td>
</tr>
<tr>
<td>1</td>
<td>Misses more than 3 classes/Late to more than 3 classes.</td>
</tr>
</tbody>
</table>

- Volunteers responses during the majority of class discussions (75%) and grounds responses in course readings. Brings in material from other courses or readings that forwards the conversation. Asks clarifying questions.
- Volunteers responses for more than half of all class discussions. Grounds responses in course readings. Brings in material from other courses or readings that forwards the conversation. Asks clarifying questions.
- Volunteers responses for no fewer than 25% of class discussions but less than half of our discussions. Student struggles with connecting discussion comments to course readings.
- Rarely volunteers responses. Course isn’t terribly different whether the student is there or not. Discussion contributions are needlessly anecdotal and untethered to course readings.
- In-class writing assignments completed thoughtfully and neatly. Demonstrate clear connections
- In-class writing assignments completed thoughtfully and neatly. Demonstrate connections
- In-class writing assignments appear anemic, hasty, or rushed. No clear connection to
- One more in-class writing assignments are incomplete.
<table>
<thead>
<tr>
<th>connections to reference texts</th>
<th>to reference texts</th>
<th>reference texts</th>
<th>reference texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peers always offer high marks and positive feedback in peer evaluations. Student is seen as an asset in group work and collaboration.</td>
<td>Peers offer high marks and positive feedback in peer evaluations with consistency. Student is seen as an asset in group work and collaboration.</td>
<td>Peers express neutral views on students’ effort. Peer evaluations do not reflect any particularly unique contributions made by the student.</td>
<td>Peers have expressed a regular pattern of overt concern regarding a student’s collaboration.</td>
</tr>
<tr>
<td>Student refrains from unnecessary side conversations, making loud noises during lectures or discussions.</td>
<td>Student refrains from unnecessary side conversations, making loud noises during lectures or discussions</td>
<td>Student refrains from unnecessary side conversations, making loud noises during lectures or discussions</td>
<td></td>
</tr>
<tr>
<td>Student provides thoughtful feedback, attentive, constructive feedback during peer activities</td>
<td>Student is attentive and thoughtful during peer activities</td>
<td>Student is present during peer activities, though value of presence in neutral</td>
<td></td>
</tr>
</tbody>
</table>

**Assignment #1**

*This is required for our first class, so if you don’t bring a (1) paper copy of the article and a (2) paper copy of your response, this is an automatic 0 for this assignment.*

Articulate your response to all five of the questions below in complete sentences. You get one point for completely answering each question. For each question, you will earn an additional point for your ability to “translate” these points of the article into plain English, so that they can be understood by relatively smart people outside of your field. Leave out the jargon.

**Assignment #2**

You will be graded on a 5-point scale for each of the three individual memo activates. Points are based on:

- Is the presentation neat, carefully formatted, with minimal spelling and grammar errors?
- Are all of the question prompts carefully and thoroughly answered?
- Are the connections to the readings and content covered in this course clearly spelled out where appropriate?
- Is your interest/passion in the topic apparent in your writing? Are you writing for understandability, avoiding unnecessary jargon? Using first person?
- Are you bringing in literature and research from your field and weaving it into your writing?

**Assignment #3**

You will be graded on a 5-point scale for each of the three individual memo activates. Points are based on:

- Is the presentation neat, carefully formatted, with minimal spelling and grammar errors?
- Are all of the question prompts carefully and thoroughly answered?
- Are the connections to the readings and content covered in this course clearly spelled out where appropriate?
- Is your interest/passion in the topic apparent in your writing? Are you writing for understandability, avoiding unnecessary jargon? Using first person?
- Are you bringing in literature and research from your field and weaving it into your writing?

**Assignment #4: Survey revision**

For all 5 points, you will submit a completed survey revision that re-considered all of the survey questions supplied to you. You will include 2-3 paragraphs describing your rationale for the revisions. What issues did you find in the surveys? How did your revisions ameliorate these problems?
Assignment #5: Coding practice
For all 5 points, you should submit an assignment with at least 5 coding themes with 2-3 passages to support each of those codes. You will also have 2-3 paragraphs describing your coding scheme, and how you arrived at it.

Special Interest Group Presentations
During the Special Interest Group presentations, you and your group are responsible for providing an overview of specific research of interest to the information community. These topics are somewhat “uneven” in that usability studies encompass a number of data collection and analytic strategies, whereas a topic like interviews is more focused. Your groups will be judged accordingly. I expect the interview group to go into greater depth about that specific topic, while I expect that the usability group will give us a fly-over presentation of methods and issues in usability.

<table>
<thead>
<tr>
<th>4 points</th>
<th>3 points</th>
<th>2 points</th>
<th>1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation used solid, clear visual design. Slides were uncluttered, multimedia resources (such as video, or audio) were incorporated into the presentation. All group members were present and participated during the presentation in some way. Group members were enthusiastic and energetic during presentation.</td>
<td>Presentation used solid, clear visual design. Slides were uncluttered. Most group members were present and participated during the presentation in some way. Group members were engaged during presentation.</td>
<td>Presentation slides were somewhat disorganized, but the overall message came through. Select group members were present and participated during the presentation in some way. Group members seemed uncertain or disengaged in the material</td>
<td>Presentation slides were somewhat disorganized and the overall message was not clear. Select group members were present and participated during the presentation in some way. Group members seemed uncertain or disengaged in the material</td>
</tr>
<tr>
<td>Group pulled in 2-3 strong examples of research papers and studies to illustrate key points and help classmates clearly picture methods in action.</td>
<td>Group pulled in one study or significantly expanded on studies that were present in the assigned reading to illustrate key points for understanding the methods in the presentation.</td>
<td>Group used assigned reading to illustrate key points for understanding methods in presentation.</td>
<td>Group neglected to use examples to illustrate key points for understanding methods.</td>
</tr>
<tr>
<td>Group designed a meaningful class activity that allowed students to meaningfully engage with the method being presented. Group members circulated among the class to engage in conversation and move the activity along.</td>
<td>Group designed a meaningful class activity that allowed students to meaningfully engage with the method being presented.</td>
<td>Group activity felt like “busy work” and lacked opportunity of meaningful engagement with the research methods being presented.</td>
<td>Group activity was missing.</td>
</tr>
<tr>
<td>Entire presentation ran full 30 minutes and time was spent productively. Presentation appears well rehearsed and a true team effort.</td>
<td>Entire presentation ran full 30 minutes and time was spent productively.</td>
<td>Presentation ran full 30 minutes.</td>
<td>Presentation ran short of full 30 minutes.</td>
</tr>
</tbody>
</table>
Class could authentically identify learning gains at the end of presentation. Class had a better understanding of a variety of methodological issues such as which paradigm the methods fall into, potential ethical issues, what data presentation might look like, sample studies where this type of research is useful, the role of theory, validity, generalizability, etc., learning gains were trivial. Several gaps (from the list in the first cell) remain after the presentation.

<table>
<thead>
<tr>
<th></th>
<th>5 points</th>
<th>4 points</th>
<th>3 points</th>
<th>2 points</th>
<th>1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Abstract &amp; introduction</strong></td>
<td>Abstract has clearly been written at the end of the piece, encompassing everything in the paper. Introduction thoughtfully grounds a novice in the importance of the research. Style, format, grammar, and spelling contain few to no errors.</td>
<td>Abstract encompasses the paper adequately. Introduction grounds a novice in the research. Style, format, grammar, and spelling contain few to no errors.</td>
<td>Abstract provides uneven coverage. Introduction reads like a list of studies as opposed to providing exposition. the research. Style, format, grammar, and spelling contain few to no errors.</td>
<td>Introduction and abstract don’t fit awkwardly with the rest of the paper, fall into jargon. Style, format, grammar contain distracting errors</td>
<td>Introduction and abstract don’t hang together with the rest of paper. Do a poor job of orienting readers. Style, format, grammar contain distracting errors</td>
</tr>
<tr>
<td><strong>Context &amp; personal interest</strong></td>
<td>Context uses an easy-to-read expository style to connect key research foundational to the study. Theories are clearly articulated and easy to locate. Personal interest is thoughtful, succinct, and professional. Relationship to context and proposed</td>
<td>Context uses an easy-to-read expository style to connect key research foundational to the study. Theories are articulated. Personal interest succinct and professional. Relationship to context and proposed</td>
<td>Context is written like a list of articles. Theories are arguably present. Personal interest appears disconnected from research goals.</td>
<td>Context is written like a list of articles. Theory is unidentifiable. Personal interest appears disconnected from research goals.</td>
<td>Context is written like a list of articles. Theory is unidentifiable or appears unrelated to the study. Personal interest is overly brief or meandering. Relationship to research is unclear.</td>
</tr>
</tbody>
</table>

**Final: Developing the argument for your proposal**

Your final for this course will follow the instructions for Maxwell’s exercise 7.1. He has an example of what this should look like in Appendix A. You are not expected to have preliminary findings.
<table>
<thead>
<tr>
<th>Proposed research</th>
<th>Follows naturally from previous sections. Questions are posed in a manner that is answerable and clear. Theoretical connections remain clear in this section.</th>
<th>Follows from previous sections. Questions are posed in a manner that is answerable and clear. Theoretical connections are apparent.</th>
<th>Follows from previous sections. Most questions are ill-suited for research. Theoretical connections are muddled.</th>
<th>Appears disconnected from previous section. Questions do not appear readily answerable. No apparent relationship to theory.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data collection &amp; analysis</td>
<td>Thoughtfully spelled out, consistent with research paradigm and theory. Ethical issues are taken into consideration explicitly.</td>
<td>Data collection methods are spelled out, consistent with research paradigm and theory. Ethical issues are taken into consideration.</td>
<td>Data collection is presented in a simplistic manner that has no connection to the questions, theories, or paradigm. Ethical issues are overlooked</td>
<td>Data collection is presented in a simplistic manner that has no connection to the questions, theories, or paradigm. Ethical issues are not addressed.</td>
</tr>
<tr>
<td>Analysis &amp; validity</td>
<td>Methods of analysis are explicitly called out and follow naturally from data collection methods. Validity issues clearly address concerns that might have come along with paradigms, methods and analysis. Strategies to mitigate concerns about validity are addressed.</td>
<td>Methods of analysis follow naturally from data collection methods. Validity issues address concerns that might have come along with paradigms, methods and analysis. Strategies to mitigate concerns about validity are addressed.</td>
<td>Methods of analysis follow naturally from data collection methods. Validity issues are surfaced in a superficial way. Strategies to mitigate concerns about validity are not addressed entirely.</td>
<td>Methods of analysis appear disjointed from data collection and/or research question. Validity issues cannot be appropriately addressed.</td>
</tr>
</tbody>
</table>