

Assignment Appendix



EDUC 919 PROFESSIONAL
WRITING &
RESEARCH

This document contains a list of the assignments, the assignment descriptions, and the assignment rubrics for the course. For assignment due dates and point values, please see the course syllabus and the Blackboard Assignment list.

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Blackboard Introduction

Description: The candidate will post a picture and brief personal biography introducing himself/herself to the class and instructor. The introduction paragraph should be followed by a second paragraph explaining the empirical gap in the literature (e.g., the problem) the study will investigate. This paragraph should include multiple (3 – 5) recent (< 5 years old) citations demonstrating the current and empirical nature of the problem. The Introduction post should conclude with a purpose statement (using the qualitative or quantitative template provided) reflecting the candidate’s current research plan and topic.

Needed Materials:

Qualitative Template (Adapted from Creswell, 2013):

The purpose of this _____ (phenomenological, grounded theory, ethnographic, historical, case) study is to _____ (understand? describe? develop? discover?) the _____ (central phenomenon of the study) for _____ (the participants) at _____ (the site). At this stage in the research, _____ (central phenomenon) will be generally defined as _____ (a general definition of the central concept). The theory guiding this study is _____ (identify theory and cite theorist) as it _____ (explain the relationship between the theory and your focus of inquiry).

Quantitative Template:

The purpose of this _____ (true experimental? Causal comparative? Correlational? Pretest-posttest control group?) study is to test the theory of _____ that _____ (compares? relates?) the _____ (independent variable, variable of interest) to _____ (dependent variable), controlling for _____ (control variables) for _____ (participants) at _____ (the research site). The independent variable(s)/ one of the variables of interest _____ will be generally defined as _____ (provide a general definition). The dependent variable(s)/ other variable of interest will be generally defined as _____ (provide a general definition), and the control and intervening variables(s), _____ (identify the control and intervening variables) will be statistically controlled in this study.

Submission: You will post a new thread in the “Introductions” discussion board forum in Blackboard. Title your thread with your first and last name. You are encouraged (but not required) to reply to others.

Grading Criteria: You will be graded based on completion of each requirement (picture, biography, problem and purpose statement).

Reading

Description: The candidate will read chapters 9, 12, 13, 14, and 15 of the Rockinson-Szapkiw & Spaulding text prior to intensive. During the intensive week, the candidate will read chapters 16 (qualitative)/ 17 (quantitative) and 18 of the Rockinson-Szapkiw & Spaulding text during the intensive. The candidate is encouraged to read chapter 10 as he or she begins to think about securing a chair.

Needed Materials:

Rockinson-Szapkiw, A.J. & Spaulding, L.S. (Eds.) (2014). *Navigating the doctoral journey: A handbook of strategies for success*. Lanham, MD: Rowman & Littlefield.

Submission: N/A

Grading Criteria: N/A

Plagiarism Awareness Quiz

Description: It is vitally important that you understand all types of plagiarism and avoid plagiarism in the dissertation process. You will read the Liberty University Academic Honesty Policy and the APA manual's section on plagiarism. Then, complete the quiz about plagiarism. The quiz contains multiple-choice questions. You have 2 hours and 45 minutes to complete the quiz, and it may be taken as many times as needed, until you receive 100%.

Needed Materials: Before taking this quiz please do this following:

- 1) Carefully read Chapter 1 of the most recent APA Manual and fully familiarize yourself with concepts of plagiarism and self plagiarism discussed in this chapter.
- 2) Review Liberty University's policy on Academic Misconduct
- 3) Review this course's policy on plagiarism stated under the section of the syllabus addressing Course Grading and Policies.
- 4) If you have any questions or need any additional clarification about what constitutes plagiarism or self-plagiarism, please contact your instructor before completing this quiz.

Submission: You will follow the link in Blackboard to access the quiz. The link can be found in the Blackboard Assignment List.

Grading Criteria: You will be graded based on the correctness of your quiz answers.

Institutional Review Board (IRB) Quiz

Description: It is vitally important that you understand the IRB application process. After reviewing the IRB presentations and Liberty University's IRB website to ensure understanding of IRB guidelines for gaining approval to conduct research with human subjects, you will complete the quiz about IRB procedures. The quiz contains multiple choice questions. You have 2 hours and 45 minutes to complete the quiz, and it may be taken as many times as needed, until you receive 100%.

Needed Materials:

- Access to the Liberty University Institutional Review Board website. See <http://www.liberty.edu/academics/graduate/irb/>
- IRB tutorials on the IRB site.
- Rockinson-Szapkiw & Spaulding, chapter 18, may assist with this quiz

Submission: You will follow the link in Blackboard to access the quiz. The link can be found in the Blackboard Assignment List.

Grading Criteria: You will be graded based on the correctness of your quiz answers.

Literature Quiz

Description: During the dissertation process, you will likely read and critique between 1,000-2,000 articles. As you read and critique these articles it is important that you understand that different types of literature exist. Although you may already understand this, it is always good to review. You will read an instructor created handout on different types of literature and take a multiple choice quiz to demonstrate your understanding. The quiz contains multiple choice questions. You have 2 hours and 45 minutes to complete the quiz, and it may only be taken once.

Needed Materials: Instructor created materials:

- Literature Review Tutorial (go to: <http://thedoctoraljourney.com/> Research Page)
- Theoretical Framework Tutorial (go to: <http://thedoctoraljourney.com/> Research Page)
- Build a Literature Review and Identify a Theoretical Framework Handout (go to: <http://thedoctoraljourney.com/> Research Page)
- Read Rockinson-Szapkiw & Spaulding, chapters 13, 14, and 15

Submission: You will follow the link in Blackboard to access the quiz. The link can be found in the Blackboard Assignment List.

Grading Criteria: You will be graded based on the correctness of your quiz answers.

Research Design Quiz

Description: In order to be successful in this class, you need to have a strong understanding of research design and analysis. You will need to demonstrate your knowledge of research design and analysis prior to coming to class. You will take one (qualitative OR quantitative) open-book and open-notes quiz covering concepts covered in your previous quantitative and qualitative research design and analysis courses. Qualitative questions are drawn from *Qualitative Inquiry & Research Design* (Creswell, 2013). Quantitative questions are drawn from Warner and Gall, Gall, and Borg textbook readings and corresponding course presentations and tutorials from EDUC 812 and 815. Quantitative analysis tutorials can be reviewed at <http://thedoctoraljourney.com> (Online Statistics Guide). You will choose either the quantitative or qualitative quiz that corresponds with the section you are enrolled. If you switch methodologies at any time in EDUC 919, you will be responsible to take the quiz that corresponds with the methodology of your research design. The quiz that aligns with your final Research Plan submission will be factored into your final grade for the course.

Each quiz will consist of 75 multiple-choice questions. Each quiz may only be completed once. You will have 2 hours and 45 minutes to complete the quiz. The quiz will automatically close when you reach the allotted time. It is highly encouraged that you carefully read and take notes or develop a detailed outline of the course text(s) prior to completing the quiz as it is comprehensive in nature.

Needed Materials: Research design and analysis texts.

Submission: Follow the link in Blackboard to access the quiz. The link can be found in the Blackboard Assignment List.

Grading Criteria: You will be graded based on the correctness of your quiz answers.

Literature Review Binder

Description: During the dissertation process, you will probably read between 1,000-2,000 articles; however, roughly 10-20% will be included in your dissertation manuscript. To assist you in beginning your literature review, you will compile a 3-ring binder of literature containing the following sections with the following components:

Literature Review and Meta-Analysis Section: This section should contain at minimum 2 literature reviews and 1 meta-analysis that pertain to your research topic for dissertation. All articles should have completed “Literature Review and Meta-Analysis” review forms that are clear, concise and approximately one page in length. For example, Dr. Jones’ dissertation topic was English Language Learners (ELLs) learning literacy in a mainstream classroom; thus, she might have chosen the following relevant literature review: Fitzgerald, J. (1995). English-as-a-second-language learners’ cognitive reading processes: A review of research in the United States. *Review of Educational Research, 65*, 145-190. (This article provides a broad and detailed overview of research that dealt with how ELLs learn to read. It provided a thorough overview and directed the reader to pertinent research articles, reoccurring authors in the field, and repeating theories).

Research Section: This section should contain at minimum 15 original research articles that pertain to your research topic for dissertation. Research articles should be no more than 5 years old and be from peer reviewed journals. All articles should have completed “Research” review forms that are clear, concise and approximately one to three pages in length. For example, Dr. Szapkiw’s dissertation topic was the effectiveness of the use synchronous and asynchronous technologies for online learning; thus, she might have chosen the following relevant research article: Hrastinski, S. (2008). The potential of synchronous communication to enhance participation in online discussions: A case study of two e-learning courses. *Information & Management, 45*, 499-506.

Theoretical Section: This section should contain at minimum 5 theoretical articles or books centered on two well established theories that may guide your dissertation research. Primary theoretical sources should be used. Examples of “well established theories” include the following: Maslow’s (1954) Hierarchy of Needs, Vygotsky’s (1969) Social Constructivism, Knowles’ (1980) Adult Learning Theory, etc. Please be aware that books do not need to be included in the binder, only a review form on the book. All pieces should have completed “Theory” review forms that are clear, concise and approximately one page in length. For example, Dr. Szapkiw’s dissertation topic was the effectiveness of the use synchronous and asynchronous technologies for online learning; thus, she might have chosen the following research article on a theoretical framework for distance education: Garrison, D. R., Anderson, T., & Archer, W. (2001). Critical thinking, cognitive presence, and computer conferencing in distance education. *American Journal of Distance Education, 15*(1), 1-24. She might have also included a book from one of the primary theorist on constructivism since this theory of learning is often associated with effective online learning: Vygotsky, L. S. (1978). *Mind in society*. Cambridge, MA: Harvard University Press.

Dissertation Section: This section should include title pages of two relevant dissertations. One dissertation relevancy should be based on topic and one dissertation relevancy should be based research design. Both dissertations should include completed “Dissertation” review forms that are clear, concise and approximately one to three page in length. Liberty University dissertations are available through the following link:
<http://digitalcommons.liberty.edu/doctoral/>

Doctoral Dissertations from other universities are encouraged and may be accessed via the ProQuest Dissertation database via ILRC.

Formatting: The first page of the binder should be an APA formatted title page. The title should reflect your topic of interest for dissertation. The second page of the binder should be a copy of the grading rubric. The third page should be an APA reference page with all of the articles included in the binder; the reference page should include level 2 header that align with the four binder sections. These pages should be followed by the four sections described above. Each section should have its own tab. And, each review form should also have an easy to locate tab (as simple as a post it note) indicating its number in the section (for example the tabs in the research section the tabs would say 1,2,3,4,...15). The organization of each section should be review form, corresponding article, review form, corresponding article, and so on.

Needed Materials:

Review the following tutorials and handouts and readings to make sure that you have chosen a topic that is researchable:

- Rockinson-Szapkiw & Spaulding, chapters 13, 14, and 15
- Topic Selection Tutorial (go to: <http://thedoctoraljourney.com/> Research Page)
- Identifying Your Topic and Ensuring it is a Researchable Idea Handout (go to: <http://thedoctoraljourney.com/> Research Page)

Review Forms (Note: they are different for each binder section): Article Critique Forms (docx). These are found under Forms on the Candidate Portal <https://publicsp.liberty.edu/sites/MDissertationPortal/CandPortal/SitePages/Home.aspx> (Copy and paste URL in your IE browser address bar)

Submission: You will bring the 3-ring binder to the class and submit it to your instructor at 8:30 A.M. on the first day of the intensive.

Grading Criteria: You will be graded on the following criteria:

Section	Description	Point Breakdown	Points Possible	Comments
Cover Page	The learner's title page is in correct APA format.		/5	
Reference Page 1pt per reference	The learner's references page is organized appropriately, references are in correct APA format and match what is in the body of the binder.		/25	
Literature Review & Meta-Analysis Section 2 pts - identification 2 pts – accuracy	The learner identified 2 relevant literature reviews and 1 meta-analysis with 3 appropriate, clear, and concise 1 page review forms. The review forms are completed accurately.	LR 1	/12	
		LR 2		
		MA		
Research Section 2 pts - identification 2 pts – accuracy	The learner identified 15 relevant research articles from peer reviewed journals with 15 appropriate, clear, and concise 1-3 page review forms. The review forms are completed accurately.	R1	/60	
		R2		
		R3		
		R4		
		R5		
		R6		
		R7		
		R8		
		R9		

		R10		
		R11		
		R12		
		R13		
		R14		
		R15		
Theoretical Section 2 pts - identification 2 pts – accuracy	The learner identified 5 relevant research theoretical pieces related to 2 theories, with 5 appropriate, clear, and concise 1 page review forms. The review forms are completed accurately.	T1	/20	
		T2		
		T3		
		T4		
		T5		
Dissertation Section 2 pts – identification 2 pts – accuracy	The learner included 2 relevant dissertations with 2 appropriate, clear, and concise 1-3 page review forms. The review forms are completed accurately.	Topic	/8	
		Design		
Mechanics 20 pts	The learner’s binder is neat and professional. It is organized in the manner specified. Writing is relatively free from APA, grammar, and spelling errors.		/20	
TOTAL			/150	

Participation

Description: Your attendance and participation in each class session is vital for learning, and collegial collaboration is a significant portion of the intensive learning process. You are expected to arrive on time, attend entire class meetings, and actively participate in discussions and demonstration activities. Lack of attendance, frequent tardiness, and lack of verbal participation in class will result in a reduction of participation points and can negative affect your final grade. Please do not assume that silence means consent and that the points for participation do not have to be earned. Lack of respect for the instructor or fellow classmates in any manner will also result in a reduction of participation points and can negative affect your final grade. Furthermore, you are expected to actively participate in all evening workgroups (Monday- Thursday), complete evening assignments, and submit assignments. You are expected to check Blackboard daily during the intensive. Computers are encouraged in class; however, the inappropriate use of technology and other disruptive behaviors will not be tolerated in class. If you engage in misconduct, you are subject to the penalties and process outlined in the *Liberty Way*. Disruption will result in loss of participation points.

Submission: None; you will be assigned points after the last day of the intensive week

Grading Criteria: You will be awarded points based on your attendance and participation as outlined in the guidelines above. Any missed classes will automatically result in final course grade of an "F." After a five minute grace period, you will lose 25 points per half hour for tardiness.

Methodology Plan Presentation

Description: You will develop a methodology plan for a quantitative or qualitative research study and present your plan during a selected class time. You will deliver a 15-20 minute presentation that clearly articulates a methodology plan for a research study related to your dissertation interest. At minimum, the presentation should include: (a) a brief background or introduction identifying the problem, (b) the purpose statement, (c) research question(s), (d) research hypothesis(es) in null form (if selecting a *quantitative* design), (e) identification of variables or central phenomenon (if qualitative), (f) research design, (g) participants and sampling, (h) setting (if applicable), (i) methods of data collection/ procedures/ instrumentation, (j) data analysis, (k) limitations, ethical considerations, and assumptions. At the conclusion of your presentation, you should be prepared to give a 60 second summary of your planned research so that it can be posted to SharePoint for potential dissertation chair review.

Needed Materials: Research Consultant Qualitative or Quantitative Review Form. These are found under Forms on the Candidate Portal <https://publicsp.liberty.edu/sites/MDissertationPortal/CandPortal/SitePages/Home.aspx> (Copy and paste URL in your IE browser address bar)

Submission: You will be prepared to present your methodology plan during the specified time during the specified class period. You can use multimedia; however, it is not required. All presentation materials should be uploaded to your “My dissertation” portal prior to the presentation.

Grading Criteria: You will be evaluated on the following criteria:

	Grade			
	20 pts. Advanced	15 pts. Proficient	10 pts. Developing	0 pts. (incomplete/ not included)
Problem statement	A problem statement is included that clearly states the practical problem the study seeks to address; this aspect of the problem statement is supported with peer-reviewed literature. A minimum of 5 recent resources (less than 3 years old) are also used to demonstrate empirical nature of the problem or the gap in the literature. The candidate demonstrates advanced skill and knowledge in this area.	The candidate demonstrates proficient skill and knowledge in this area.	The candidate demonstrates developing skill and knowledge in this area.	
Theoretical	The theory is identified and clearly articulated.. Seminal,	The candidate demonstrates	The candidate	

Framework	theoretical texts are used to support the theoretical discussion. For quantitative studies, the theoretical framework guides the identification for the variables and provides an overarching explanation for how and why one would expect one variable to explain or predict another variable, informing the research questions and hypotheses. How the theory is being tested is clearly explained and demonstrated via tables and charts. For qualitative studies, the theory situates the research plan within the scholarly conversation. It is clear how the theory to helps the researcher demonstrate the scholarly significance of a study and how it frames and focuses of the study. The candidate demonstrates advanced skill and knowledge in this area.	proficient skill and knowledge in this area.	demonstrates developing skill and knowledge in this area.	
Research Design & Questions	The research design(s) is identified and briefly defined. Justifications for using the design(s) supported with research and analysis texts and topic specific, peer reviewed literature. The research questions (3 – 5) align with the specified design and align with the problem and purpose statements. For quantitative studies, the research and null hypotheses are clearly stated and align with the research questions and correspond with the chosen analysis (es). The candidate demonstrates advanced skill and knowledge in this area.	The candidate demonstrates proficient skill and knowledge in this area.	The candidate demonstrates developing skill and knowledge in this area.	
Methodology	All elements of the methodology are fully explained and align with the identified design(s). See the research consultant form to see what is expected for inclusion. The candidate demonstrates advanced skill and knowledge in this area.	The candidate demonstrates proficient skill and knowledge in this area.	The candidate demonstrates developing skill and knowledge in this area.	
Research Analysis	Data analysis procedures are clearly identified and explained. Analysis procedures align with the research design evidenced by appropriate citations. A concise rationale for the type(s) of analysis chosen provided and supported with research. For quantitative presentations, there is an analysis for each hypothesis and the following is appropriate and provided: the optimal number of participants to ensure appropriate power, the chosen alpha level for each analysis, the assumption tests for each analysis, and the statistic that is planned to interpret the effect size. The candidate demonstrates advanced skill and knowledge in this area.	The candidate demonstrates proficient skill and knowledge in this area.	The candidate demonstrates developing skill and knowledge in this area.	
Total	Comments:			

/100	
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Dispositions Self-Assessment

Directions: Reflect on your performance in this class. Complete the Dispositions Self-Assessment template in LiveText by writing one complete paragraph per disposition detailing how you demonstrated each of the following in this course: social responsibility, commitment/work ethic, reflection, integrity, and professionalism. For example:

*“I have shown **integrity** in this course by completing independent assignments by myself. In instances that I have used the work of others, I have properly cited this. I have taken notes and participated in class discussions rather than being involved in off task behaviors.”*

Submission: Login to LiveText and complete the Dispositions Self-Assessment by writing one paragraph for each disposition in the template. You will know you submitted properly when you see that the submission is “awaiting assessment.”

Needed Materials:

- LiveText Account (see <http://www.liberty.edu/academics/education/teacher/?PID=17121>)
- LU School of Education Conceptual Framework (see [Dispositions in Conceptual Framework.doc](#))

Grading Criteria: You will be evaluated on the following criteria:

	Strongly Agree (4 pts)	Agree (3 pts)	Neither Agree or Disagree (2 pts)	Disagree (1 pt)	Strongly Disagree
Social Responsibility (1, 20%)					
Commitment / Work Ethic (1, 20%)					
Reflection (1, 20%)					
Integrity (1, 20%)					
Professionalism (1, 20%)					

Research Plan Peer Review

Directions: You will complete the research plan as outlined in the research plan directions. Two weeks after the completion of the Intensive, Friday by 8:30 a.m. (EST) you will submit your research plan to two peers of your choice from your EDUC 919 course who will review your research plan; one for a review of APA and one for a review of research design. Using the provided peer review forms (see the Candidate Portal) and Microsoft Word track changes feature, critique one peer's plan for application of APA style and critique another peer's data collection and data analysis procedures in relation to research purpose and design. The following Monday by 8:30 a.m. (EST), your peers will provide you with the critiques and you will provide them with critiques via email.

Needed Materials: APA Style Review Form & Research Design Review Form. These are found under Forms on the Candidate Portal <https://publicsp.liberty.edu/sites/MDissertationPortal/CandPortal/SitePages/Home.aspx> (Copy and paste URL in your IE browser address bar)

Submission: You will submit the two completed reviews, the ones you complete, via the Blackboard Blackboard Assignment List submission link and send the reviews to your peers via e-mail. This needs to be completed by Monday by 8:30 a.m. (EST). You should submit both the rubrics you completed and both manuscripts with your edits and critiques in track changes (a total of four documents). Please upload all four documents before submitting the assignment in Blackboard.

Your file name needs to be as follows: EDUC919_PeerReviewAPA_Lastname_FirstName and EDUC919_PeerReviewDesign_Lastname_FirstName. Only submit a Word .doc

Grading Criteria: Your reviews will be graded thoroughness and professionalism.

Research Plan

Description: You have conducted a review of the literature via your literature binder and presented your plans for research methodology. You will now use your review of the literature and presentation feedback to inform a methodology plan. As a culminating project for this class, you will write a research plan using either the qualitative or quantitative prospectus template found on the Dissertation Guide website (at this stage, only an outline of Chapter 2 is required). The entire document should follow the most recent edition of the *Publication Manual of the American Psychological Association*. The document should be between 10 - 15 pages in length, excluding the title page and abstract page. The proposed research can be qualitative or quantitative in nature. The Dissertation prospectus templates should be used to format this assignment.

Needed Materials from BlackBoard: Quantitative or Qualitative Prospectus Template under templates on the Candidate Portal. <https://publicsp.liberty.edu/sites/MDissertationPortal/CandPortal/SitePages/Home.aspx> (Copy and paste URL in your IE browser address bar)

Submission: You will submit your research plan in three locations: (1) in Blackboard via the Blackboard Assignment List submission link. and (2) in your "My Dissertation Portal" Manuscript Library, and (3) in LiveText. The instructor will upload feedback to the "My Dissertation Portal" Manuscript Library. To learn how to upload a document to the manuscript library, watch the "How To" tutorial in the Share Point Dissertation Portal Libraries. Your instructor will upload feedback to your "My Dissertation portal." You can access your "My Dissertation Portal from the Dissertation Portal Candidate Portal. It is located at: <https://publicsp.liberty.edu/sites/MDissertationPortal/CandPortal/SitePages/Home.aspx> (Copy and paste URL in your IE browser address bar)

Your file name needs to be as follows: EDUC919_ResearchPlan_Lastname_FirstName. Only submit a Word .doc

Qualitative Grading Criteria: You will be evaluated as outlined in the following criteria:

TOPIC	CRITERIA	POINTS POSSIBLE	POINTS EARNED
TITLE	Is the title clear, concise, and fully descriptive of the study? Does it include terms descriptive of the focus of inquiry and methodology employed?	2	
ABSTRACT	Is the abstract written as a summary of the contents of the prospectus (rather than as an introduction) and include essential information about the purpose, design, participants, data analysis, and data collection procedures?	4	
CHAPTER 1: INTRODUCTION	Background: <ul style="list-style-type: none"> • Does the background include an overview of the topic at hand, including pertinent literature and other research findings? • Does it clearly identify the gap in the literature? 	5	
	Problem Statement: <ul style="list-style-type: none"> • Does the problem statement clearly state the problem the study seeks to address? • Are there a minimum of 5 recent resources (less than 5 years old) used to demonstrate the current and empirical nature of the problem? 	5	
	Purpose Statement: <ul style="list-style-type: none"> • Does the purpose statement clearly state the focus of inquiry and intentions of the study, including an identification of the setting, participants, design, and the phenomenon being investigated? 	5	
	Significance of the Study: <ul style="list-style-type: none"> • Does this section clearly state the practical and empirical contributions this study will add to the field of knowledge on this topic? 	5	
	Research Questions <ul style="list-style-type: none"> • Are the research questions (3 – 5) qualitative in nature and aligned with the problem and purpose statements? 	5	

	<p>Limitations and Delimitations</p> <ul style="list-style-type: none"> • Are limitations (weaknesses to the study that cannot be controlled) clearly addressed? • Are delimitations (decisions the researcher makes to limit or define the boundaries of the study) clearly addressed? 	5	
	<p>Research Plan</p> <ul style="list-style-type: none"> • Does the Introduction section of the prospectus conclude with a brief description of the research approach (qualitative) and research design (e.g., phenomenology, ethnography, case study, or grounded theory)? Are all justifications supported with research and analysis texts? 	5	
<p>CHAPTER 2: LITERATURE REVIEW OUTLINED</p>	<p>Introduction</p> <ul style="list-style-type: none"> • Is the organization of the chapter clearly and concisely explained? 	1	
	<p>Conceptual or Theoretical Framework</p> <ul style="list-style-type: none"> • Is the research focus clearly nested within a conceptual or theoretical framework that will effectively guide the study and allow the findings to be situated within a greater context? 	1	
	<p>Review of the Literature</p> <ul style="list-style-type: none"> • Does this section provide a tight synthesis (not a study by study summary) of the state of current knowledge on the topic? • Is this section logically organized with clear subheadings according to themes or categories that emerged in the literature? 	1	
	<p>Summary</p> <ul style="list-style-type: none"> • Does this chapter conclude with a focused summary of what is currently known about the topic, what is not known, and how this proposed study can specifically address this gap in the literature? 	1	
<p>CHAPTER 3: METHODOLOGY</p>	<p>Research Design</p> <ul style="list-style-type: none"> • Is the approach and research design clearly identified and justified, including appropriate research citations? • Is the focus of inquiry (and research questions) clearly stated? 	5	
	<p>Researcher's Role/Personal Biography</p> <ul style="list-style-type: none"> • Is the role of the researcher (i.e., the human instrument) clearly identified, including a discussion of any 	5	

	experiences or biases that may influence the data analysis?		
	<p>Setting/Site</p> <ul style="list-style-type: none"> Are important features of the setting or site clearly identified? Is there a strong rationale for the setting/site selection? 	5	
	<p>Participants</p> <ul style="list-style-type: none"> Is the type of sample, sample size, and sample selection procedures clearly described and supported with citations? 	5	
	<p>Data Collection</p> <ul style="list-style-type: none"> Are a minimum of 3 data collection procedures clearly identified and explained? 	7	
	<p>Data Analysis</p> <ul style="list-style-type: none"> Are data analysis procedures clearly identified and explained for each type of data collected? Do the procedures align with the research design evidenced by appropriate citations? 	8	
	<p>Trustworthiness</p> <ul style="list-style-type: none"> Does this subsection adequately address procedures used to increase credibility, dependability, confirmability, and transferability? 	5	
	<p>Ethical Considerations</p> <ul style="list-style-type: none"> Are all ethical considerations or implications of this research identified and addressed? 	5	
APA	Are APA guidelines followed throughout the manuscript?	5	
Grammar	Is the manuscript free from spelling/grammar errors?	5	
TOTAL		100 x 4	
In summary , are there any other issues that might help the candidate improve the research plan?			

Quantitative Grading Criteria: You will be evaluated as outlined in the following criteria:

TOPIC	CRITERIA	POINTS POSSIBLE	POINTS EARNED	COMMENTS
TITLE	Is the title clear, concise, and fully descriptive of the study? Does it include terms descriptive of the focus of inquiry and methodology employed?	4		
ABSTRACT	Is the abstract written as a summary of the contents of the prospectus (rather than as an introduction) and include essential information about the purpose, design, participants, data analysis, and data collection procedures?	6		
CHAPTER 1: INTRODUCTION	Background: <ul style="list-style-type: none"> Does the background include an overview of the topic at hand, including pertinent literature and other research findings? Is the practical significance of the research described? Is the theoretical framework clearly described and guiding the choice of variables and research question? Is the theoretical framework and how it guides the research clearly articulated? Does it clearly identify the gap in the literature through a critique of pertinent literature? 	25		
	Problem Statement: <ul style="list-style-type: none"> Does the problem statement clearly state the problem the study seeks to address? 	10		
	Purpose Statement: <ul style="list-style-type: none"> Does the purpose statement clearly state the focus of inquiry and intentions of the study? 	10		
	Significance of the Study: <ul style="list-style-type: none"> Does this section clearly state the contributions this study's results will add to the field of knowledge on this topic? 	10		
	Research Questions and Hypotheses <ul style="list-style-type: none"> Are the research questions quantitative in nature and aligned with the problem and purpose statements and design? Are the hypotheses clearly and concisely stated and align 	15		

	with the research questions, design, and analyses?			
	<p>Assumptions & Limitations</p> <ul style="list-style-type: none"> • Are the research assumptions clearly and accurately addressed? • Are limitations (weaknesses to the study that cannot be controlled) clearly and accurately addressed? Are their plans to control for threats to validity that are severe? 	15		
	<p>Research Plan</p> <ul style="list-style-type: none"> • Does chapter 1 section of the prospectus conclude with a brief description of the research approach (quantitative), research design, and analysis ? Are all the sections of the plan justified ? Are all justifications supported with research and analysis texts? 	10		
<p>CHAPTER 2: LITERATURE REVIEW OUTLINED/ BULLETED</p>	<p>Introduction</p> <ul style="list-style-type: none"> • Is the organization of the chapter clearly and concisely explained? 	10		
	<p>Conceptual or Theoretical Framework</p> <ul style="list-style-type: none"> • Is the research focus clearly nested within a conceptual or theoretical framework that will effectively guide the study and allow the findings to be situated within a greater context? 	10		
	<p>Review of the Literature</p> <ul style="list-style-type: none"> • Does this section provide a tight synthesis (not a study by study summary) of the state of current knowledge on the topic? • Is this section logically organized with clear subheadings according to themes or categories that emerged in the literature? Is the argument clear? Is each bullet point supported with empirical or theoretical literature? 	10		
	<p>Summary</p> <ul style="list-style-type: none"> • Does this chapter conclude with a focused summary of what is currently known about the topic, what is not known, and how this proposed study can specifically address this gap in the literature? 	10		
<p>CHAPTER 3: METHODOLOGY</p>	<p>Research Design</p> <ul style="list-style-type: none"> • Is the approach and research design(s) clearly identified and justified? Are research texts and topical research used to support justifications? 	40		

	<p>Participants</p> <ul style="list-style-type: none"> Is the sample population clearly described? Are the sample and sample selection procedures identified and clearly described? Is the sampling type clearly identified and appropriate? Is the needed sample size identified using both research and statistical convention? 	30		
	<p>Setting/Site</p> <ul style="list-style-type: none"> Are important features of the setting or site clearly identified? Are the treatment and control settings, interventions, and/or testing setting explained in enough detail for the purpose of replication? Is construct validity and treatment fidelity discussed, if applicable? 	25		
	<p>Instrumentation</p> <ul style="list-style-type: none"> Does the instrumentation section, clearly identify the tests, surveys, questionnaires, observational protocols, or other measurements that will be used? Does the description of the measurement include the purpose of the instrument and the contents? Are the scales of measurement and the scoring procedures used clearly explained? Are reliability and validity discussed and appropriate for dissertation purposes? 	35		
	<p>Procedures</p> <ul style="list-style-type: none"> Are procedures clearly identified in a step by step manner that is easy to follow? Do explained procedures align with the identified research design? Are the procedures explained in sufficient detail so that the study can be replicated? 	35		
	<p>Data Analysis</p> <ul style="list-style-type: none"> Are analysis procedures clearly identified and explained? Is a concise rationale for the type(s) of analysis chosen provided and supported with research? Are the chosen statistical procedures consistent with the research questions, hypotheses, and type of data collected? Is there an analysis for each hypothesis? Are the following appropriate and provided: the optimal number of participants to ensure appropriate power, the chosen alpha level for each analysis, the assumption tests for each analysis, and the statistic that is planned to interpret the effect size? 	40		
	<p>APA</p> <ul style="list-style-type: none"> Are APA guidelines followed throughout the manuscript? 	25		

	Grammar <ul style="list-style-type: none"> • Is the manuscript free from grammar and sentence structure errors? 	35		
TOTAL		400		
In summary , are there any other issues that might help the candidate improve the research plan?				

Professional Publication

Description: You will write a manuscript that can be published in a peer-reviewed journal. The manuscript may be a revised and refocused paper that you wrote for a class that has not already been published, or a literature review of a topic (related or unrelated) to your dissertation. The length of the manuscript should be determined by the chosen submission location guidelines, usually 15-30 pages. The manuscript should include a review of the literature that is a focused *synthesis* of findings; it should be not be a summarization of study after study. The writing in the manuscript should reflect higher order thinking as evidenced by analysis, synthesis, and application of information. Your use of quotations should be limited and your paraphrasing well integrated with original writing. The entire manuscript should have a clear, coherent structure, and good flow. Your writing should be concise/ parsimonious, logical, and internally consistent. You should ensure that all of your inferences are well supported by evidence.

Your manuscript should follow APA (6th ed.) style, unless the chosen submission location guidelines specify otherwise. All of your resources need to be credible and reliable resources (although Wikipedia may provide you with some valuable information, please do not cite Wikipedia or other open source resources and no reliable websites.). The majority of your resources need to be peer -reviewed journal article (print or online from the library databases). At minimum, your manuscript needs to include the following elements: (a) Title page, (b) Abstract and keywords, (c) Introduction, (d) Body, (e) Conclusion, and (f) References. In your submission, you also need to include not only the manuscript but also all submission materials required by the chosen submission location guidelines. At minimum, this includes the letter to the editor.

Prior to the final submission, a peer in the course review should edit your manuscript. You should wait to submit your manuscript until you receive feedback from your instructor. You may also want to consider having the manuscript edited by the LU online writing center (<http://www.liberty.edu/academics/graduate/writing/>).

**Please note that this manuscript may or may not focus on a topic related to your dissertation. This is not your literature review for your dissertation. Any manuscript published or submitted to be published cannot be used for your dissertation. To do so would be considered self -plagiarism. You can reference yourself in your dissertation. Also note that it is not acceptable to simply submit an exact paper submitted for another class; however, you may draw and revise from any unpublished course papers. If you do this, please make a notation for the instructor that your SafeAssign report may include self plagiarism.

Needed Materials: None.

Submission: You will submit: (1) the final manuscript via the Blackboard PostIntensive Assignment folder Safe Assign submission link and (2) all additional items necessary for the submission (e.g., editor letter) via the Blackboard Assignment List submission link. Your file name needs to be as follows: EDUC919_Assignment Title_Item Name_Lastname_FirstName. You may submit word.docs or pdfs (no other file types will be accepted). In the comment section, provide the URL and place of planned submission.

Grading Criteria: You will be evaluated as outlined in the following criteria for the final manuscript:

	Grade			
	10 pts.	7 pts.	5 pts.	0 pts. (incomplete)
Critical thinking	Learner's manuscript reflects higher order thinking as evidenced by significant analysis of the topic. Learner analyzes, synthesizes, or applies information. Limited quotations and paraphrasing well integrated with original writing.	Learner's manuscript reflects moderate higher order thinking as evidenced by a moderate analysis of the topic. Learner summarizes and applies information.	Learner's manuscript reflects minimal higher order thinking as evidenced by minimal analysis of the discussion topic. Learner only summarizes information. Learners' ideas are presented without attention to synthesis and, learner heavily relies upon quotations or paraphrasing.	
Coherence/ Organization	The learner's manuscript has a clear, coherent structure. The writing is concise/ parsimonious, logical, and internally consistent. Inferences are well supported by evidence. Writing is flowing and easy to follow. The manuscript includes at minimum, the following elements: (a) Title page, (b) Abstract and keywords, (c) Introduction, (d) Body, (e) Conclusion, and (f) References.	The learner's manuscript has some coherent structure and some verbosity. Some inferences are supported by evidence. Sentences and paragraphs relate to each other, though connections are occasionally mechanical or choppy. The manuscript is missing or does not appropriately address one of the following elements: (a) Title page, (b) Abstract and keywords, (c) Introduction, (d) Body, (e) Conclusion, and (f) References.	The learner's manuscript has little coherent structure (i.e. illogical, disordered) and very verbose. Inferences are unsupported by evidence. The learner's writing is choppy, with many awkward passages. The manuscript is missing or does not appropriately address more than one of the following elements: (a) Title page, (b) Abstract and keywords, (c) Introduction, (d) Body, (e) Conclusion, and (f) References.	
References	Citations and references are in correct APA format, and citations match in the body and in the reference section and vice versa. The majority of the sources are valid and reliable journal article, few more than 5 years old.	Citations and references have a few APA formatting errors and a few citations in the body do not match those in the reference section and vice versa. Some of the sources are valid and reliable journal article, few no more than 5 years old	Citations and references have frequent APA formatting errors, and many references that appear in the body are not cited in the reference section and vice versa. Few of the sources are from valid and reliable journal articles.	
Mechanics	The manuscript is relatively free from	The manuscript has some APA,	The manuscript has frequent APA,	

	APA, grammar, and spelling errors.	grammar, and spelling errors. Errors do not detract from the communication.	grammar, and spelling errors. Errors substantially detract from the communication.	
Submission	The learner submits assignment as specified (i.e., correct location, correct items, correct format), including a letter to the editor.	The learner submits assignment partially as specified or is missing a letter to the editor.	The learner does not submit assignment as specified.	
Total /50	Comments:			