I. Course Description:

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.

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 from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global society.

The goals of this course are closely aligned to those of the PCOE, 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 PCOE Teacher Certification Program.

This course also supports the mission of the Human Services Department.

Program Learning Outcomes:

PLO 1

_People_ Knowledge

PLO 1, 2, 5

_Research and Program Evaluation_

- Practical Knowledge, Content Knowledge and Application of Principles and Procedures

PLO 1, 5

_Information Technology_

- Practical Knowledge and Application of Principles and Procedures
NASP Domains addressed by this course:

Domain 1: Data-Based Decision Making and Accountability
- School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
- As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate direct interventions, psychological services, and programs.

Domain 9: Research and Program Evaluation
- School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.
- School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

Domain 10: Legal, Ethical, and Professional Practice
- School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.
- School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

Student Learning Outcomes:

1. Students will 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. (Communication; Empirical and Quantitative Skills) (1, 9)
2. Students will identify and discuss the internal and external threats to validity of a variety of univariate, multivariate, and single case designs. (Communication; Empirical and Quantitative Skills) (9)
3. Students will identify and discuss appropriate statistical analyses based on research questions and assumptions. (Communication; Empirical and Quantitative Skills) (9, 10)
4. Students will demonstrate professional competence in developing a socially significant research question and developing a study proposal to answer the question. (Communication; Critical Thinking; Social Responsibility) (9, 10)
5. Students will demonstrate professional competence in presenting research methodology and findings to faculty and peers. (Communication; Empirical and Quantitative Skills; Professional Responsibility) (1, 9)
6. Students will take personal responsibility for preparing for and participating in research, as demonstrated by completion of the CITI training and completion of R-points. (Social Responsibility; Personal Responsibility) (9, 10)
III. Course Assignments, Activities, Instructional Strategies, use of Technology (Core Curriculum requirements addressed in course presented in Bold; NASP domains presented in italics):

Exams: A midterm and final exam based on course content will be administered. Exam question formats will include true/false multiple choice, and essay. (Critical Thinking; Communication; Empirical and Quantitative Skills) (1, 9, 10)

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. (Social Responsibility) (9)

Article Summaries*: Students will complete 5 article summaries. To complete each article summary, students will locate a peer-reviewed article of a study, read the article, and complete the Article Summary form. Students will choose one article each for the following types of designs: correlational, longitudinal, cross-sectional, experimental, and single case. Article summaries will be submitted to the appropriate D2L Dropbox folder by Friday, 5 pm, each week they are due (see course schedule below). (Critical Thinking; Communication) (9)

Research Proposal*: Students will write a 7-10 page research proposal that includes a brief literature review, purpose, hypotheses, methods, and proposed data analyses sections (see below). The proposal should follow APA format. Additionally, a 75-120 word abstract will be submitted in a separate file. Abstracts will be anonymously reviewed as part of the peer-review process of the School Psychology Research Event. Rough drafts of the proposal may be submitted a minimum of 1 week in advance of the due date for feedback. (Communication; Empirical and Quantitative Skills) (1, 9, 10)

Professional Presentation: Given mock data from their proposed research, students will complete a poster presentation of their project, including an abstract, introduction, methods, results, and discussion at the School Psychology Research Event. This assignment is an extension of the Research Proposal assignment. (Communication; Empirical and Quantitative Skills) (1, 9, 10)

Participation and Attendance: Students will be required to participate in discussions. To receive credit for attendance and participation, a minimum of one question or comment will be required for each class session that includes a discussion. For all other class sessions, attendance will be taken within the first 15 minutes of the class beginning. Attendance and participation will count towards 5 % of final grades. (Personal Responsibility; Communication; Teamwork)

Research Participation: Students may earn up to 20 bonus points (4 R-points; 5 bonus points per R-point) by participating in departmental research projects. For every 30 minutes of research participation, students earn 1 R-point. Students must sign up for R-points thought the Department of Human Services SONA Systems Software at https://sfasuhumanservices.sona-systems.com/Default.aspx?ReturnUrl=%2f (Social Responsibility) (9)

*Written 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. Assignments not submitted by midnight on the last day of finals will be graded and recorded as a 0.
IV. Evaluation and Assessments (Grading):

Exams (50 points each) 100
CITI Training Certificate 20
Article Summaries (20 points each) 100
Research Proposal 100
Professional Presentation 50
Participation and Attendance 20

Total Points 390

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 27</td>
<td>Syllabus/Introduction</td>
<td></td>
<td></td>
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<tr>
<td>Sept. 3</td>
<td>The Scientific Method</td>
<td>Ch. 1</td>
<td></td>
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<tr>
<td>Sept. 10</td>
<td>Ethical Research</td>
<td>Ch. 2; SFA IRB procedures</td>
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</tr>
<tr>
<td>Sept. 17</td>
<td>Research Design and Variables</td>
<td>Ch. 3</td>
<td>CITI training certificate due 9/21 by 5 pm</td>
</tr>
<tr>
<td>Sept. 24</td>
<td>Research Design and Variables</td>
<td>Ch. 3</td>
<td>Article Summary 1</td>
</tr>
<tr>
<td>Oct. 1</td>
<td>Learning about a Population from a Sample</td>
<td>Ch. 4</td>
<td>Article Summary 2</td>
</tr>
<tr>
<td>Oct. 8</td>
<td>Categorizing Participants</td>
<td>Ch. 5 and 6</td>
<td>Article Summary 3</td>
</tr>
<tr>
<td>Oct. 15</td>
<td>Midterm Exam</td>
<td></td>
<td>Midterm Exam</td>
</tr>
<tr>
<td>Oct. 22</td>
<td>Examining Relationships between Variables</td>
<td>Ch. 7</td>
<td>Article Summary 4</td>
</tr>
<tr>
<td>Oct. 29</td>
<td>Scale Development and Prediction</td>
<td>Ch. 8 and 9</td>
<td>Article Summary 5</td>
</tr>
<tr>
<td>Nov. 5</td>
<td>Between Subjects Designs</td>
<td>Ch. 10</td>
<td>Research Proposal due 11/8, by 5 pm</td>
</tr>
<tr>
<td>Nov. 12</td>
<td>Within Subjects Designs</td>
<td>Ch. 12 and 13</td>
<td></td>
</tr>
<tr>
<td>Nov. 19</td>
<td>Thanksgiving Break</td>
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<tr>
<td>Nov. 26</td>
<td>Professional Presentations*</td>
<td></td>
<td>*School Psychology Research Event 11/26 4-7 pm</td>
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<tr>
<td>Dec. 3</td>
<td>Course Wrap-Up</td>
<td></td>
<td>R-points bonus due</td>
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<tr>
<td>Dec. 10</td>
<td>Final Exam</td>
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<td>Final Exam</td>
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</tbody>
</table>

*We will not meet in class on 11/27. Class requirements that week are to present at the School Psychology Research Event. You will be required to arrive 15 minutes early to set up your poster and attend the entire event. Absences must be approved by the instructor at least 1 week prior to the event.
VI. Readings (Required and recommended—including texts, websites, articles, etc.): 

Required:


Recommended:

SPSS (base) IBM SPSS Statistics Grad Pack Base V24.0 6 Month License for Windows or Mac

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 https://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/](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, re-submission 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

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. 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 iCare: Early Alert Program at SFA. Information regarding the iCare program is found at http://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information:

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_Evaluation-FAQs/.
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 TEExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <http://www.texas.ets.org/registrationBulletin/>). 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 concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.
## Citi Modules

<table>
<thead>
<tr>
<th>Module title</th>
<th>Recommended Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belmont Report and Citi Course Introduction</td>
<td>Required</td>
</tr>
<tr>
<td>History and Ethical Principles – SBE</td>
<td>Required</td>
</tr>
<tr>
<td>Defining Research with Human Subjects – SBE</td>
<td>Required</td>
</tr>
<tr>
<td>The Federal Regulations – SBE</td>
<td>Required</td>
</tr>
<tr>
<td>Assessing Risk - SBE</td>
<td>Required</td>
</tr>
<tr>
<td>Informed Consent - SBE</td>
<td>Required</td>
</tr>
<tr>
<td>Privacy and Confidentiality - SBE</td>
<td>Required</td>
</tr>
<tr>
<td>Research with Prisoners – SBE</td>
<td>Supplemental</td>
</tr>
<tr>
<td>Research with Children – SBE</td>
<td>Supplemental</td>
</tr>
<tr>
<td>Research in Public Elementary and Secondary Schools – SBE</td>
<td>Supplemental</td>
</tr>
<tr>
<td>International Research – SBE</td>
<td>Supplemental</td>
</tr>
<tr>
<td>Internet-Based Research - SBE</td>
<td>Supplemental</td>
</tr>
<tr>
<td>Unanticipated Problems and Reporting Requirements in Social and Behavioral Research</td>
<td>Required</td>
</tr>
</tbody>
</table>
Research Proposal Instructions

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

As you are working on your proposal, 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), in a separate file

b. **Literature Review:** 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 proposed participants, materials and procedures. Be specific – another researcher should be able to read your proposal and run your study.

d. **Data Analysis and Expected Results:** Here you will present your experimental 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 will be using and their appropriateness for your design and questions. Include a
statement of how your data will meet each of the assumptions of your analyses.

e. **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) - sixth edition.**

f. Any table and figures should follow the style manual of the American Psychological Association (APA) - sixth edition.
Research Proposal Grading Rubric

**Technical requirements /20**

<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>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>
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<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>
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<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>
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<td>5. There is no link between the sections of the manuscript</td>
<td>5. There is a link between the sections of the manuscript but there is limited explanation about this link.</td>
<td>5. There is a link between the sections of the manuscript but there is limited explanation about this link.</td>
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</table>
Interest/Communication/Creativity /20

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

Comments:

Total Points: __________
Presentation Rubric

**Visual Aid /10**
Successful use of poster to illustrate ideas

**Content /20**
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
- Expected results
- Implications

Conclusions

**Clarity /10**
Successfully explained proposed study

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

**Total Points:** ________