NOTE: Learning Assistance Service at Maryland--If you are experiencing difficulties in keeping up with the academic demands of this class, you are encouraged to contact the Learning Assistance Service, 2202 Shoemaker Building, 301-314-7693. Their educational counselors can help with time management, reading, math learning skills, note taking, and exam preparation skills. All learning assistance services are provided without charge to University of Maryland students. Learning Assistance Service Website: www.counseling.umd.edu/LAS

Enterprise Learning Management System (ELMS) General Information
ELMS (CANVAS) Homepage: http://elms.umd.edu
ELMS Student Help Line: 8:00 A.M. – 6:00 P.M., Mon. – Fri., (301) 405-1400

EDCI 685 Course Performance Objectives

EDCI 685 is designed to provide students with an introduction to qualitative and quantitative research methods in educational research.

There are four (4) performance objectives: 1) students will understand the essential methods and procedures (validity and reliability) for conducting disciplined inquiry in education; 2) students will understand how to prepare a preliminary review of the research literature in their area of inquiry; 3) students will understand how to construct a preliminary research plan for completing their research; and 4) students will acquire essential understandings and expectations for writing and completing a thesis or research project.

Required Texts


Highly Recommended References and Texts


**Maryland State Department of Education (MSDE) Documents**

Maryland State Department of Education: [http://www.marylandpublicschools.org/MSDE](http://www.marylandpublicschools.org/MSDE)


**Common Core State Standards Initiative (CCSSI)**

Mission Statement: The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy. There is a free Common Core APP by MasteryConnect available for smart phones and tablets.


**Maryland Report Card**

For performance reports by state, by local school system, and by individual schools, check the Maryland Report Card website: [http://www.msp.msde.state.md.us/](http://www.msp.msde.state.md.us/)

**Major Papers**

I highly recommended that all major papers be prepared on a personal computer using standard size (8 1/2 x 11) paper. The required typeface is Times New Roman, with 12-point font size. All papers should be double-spaced with one (1) inch (2.54 cm) margins at the top, bottom, left, and right sides. All outside sources used for any paper or project should be listed in a reference section and noted in the text of the paper or project itself according to an American Psychological Association (A.P.A., 6th edition) format. Keep copies of all submitted work for your files. Do not fax papers to me.

**University Honor Code**

The University has a nationally recognized Honor Code, administered by the Student Honor Council. The Student Honor Council proposed and the University Senate approved an Honor Pledge. The University of Maryland Honor Pledge reads:

“I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.”

Unless you are specifically advised to the contrary, the Pledge statement should be handwritten and signed on the front cover of all papers, projects, or other academic assignments submitted for evaluation in this course. Students who fail to write and sign the Pledge will be asked to confer with the instructor.
Religious Observances

The University System of Maryland policy on religious observances states that students should not be penalized for participation in religious observances and that, whenever feasible, they should be allowed to make up academic assignments that are missed due to such absences. This policy states that students are responsible to, within the first two weeks of the semester, hand submit notification of the projected absence(s). This is especially important for final examinations. I take the validity of these requests at face value. An extensive list of religious holidays can be found at http://www.interfaithcalendar.org. Tests and the due dates of other significant assessment must not be scheduled during:

- **Rosh Hashanah**: Sundown, Thursday, Sept. 4 - Nightfall, Tuesday, Sept 6, 2013
- **Yom Kippur**: Sundown, Friday, Sept. 13 - Nightfall, Saturday, Sept. 14, 2013
- **Good Friday**: Friday, April 18, 2014
- **Passover**: Sundown, Monday, April 14 - Nightfall, Tuesday, April 22, 2014

*It is your responsibility to inform me of any intended absences for religious observances in advance* and that prior notification is especially important in connection with final examinations, since failure to reschedule a final examination before the conclusion of the final examination period may result in loss of credits during the semester. *This problem is especially likely to arise when final exams are scheduled on Saturdays.* I understand and adhere to this policy making every feasible effort to accommodate your requests based on attendance of religious observances.

Course Evaluation (CourseEvalUM)

The Course Evaluation (CourseEvalUM) system will be open for Spring Semester 2014 on Tuesday, May 6. Students may complete their Spring Semester evaluations at that time. The website (www) is https://www.coursesevalum.umd.edu/

Grading

All major papers and shorter papers will be graded on an A - F basis. Some of the shorter exercises will be graded on a P - F basis. In the rare instance when it is necessary for me to give an Incomplete (I), undergraduates are required to complete the standard UMCP Incomplete Contract form available in the College of Education Access Center, 1204 Benjamin Building.

The university uses the following grading system: A, B, C, D, F, XF, I, P, S, and W. These marks remain as part of the student's permanent record and may be changed only by the original instructor on certification, approved by the department chair and the dean, that an actual mistake was made in determining or recording the grade: A+, A, A- denotes excellent mastery of the subject and outstanding scholarship. In computations of grade point averages, these grades are assigned 4 quality points per credit hour; B+, B, B- denotes good mastery of the subject and good scholarship. Marks of B+, B, B- are assigned 3 quality points per credit hour; C+, C, C- denotes acceptable mastery of the subject and the usual achievement expected. These grades are assigned 2 quality points per credit hour; D+, D, D- denotes borderline understanding of the subject. These grades denote marginal performance, and they do not represent satisfactory progress toward a degree. These grades are assigned a value of 1 quality point per credit hour; F denotes failure to understand the subject and unsatisfactory performance. F grades are assigned 0 quality points per credit hour; XF denotes failure due to academic dishonesty; S is used to denote satisfactory performance by a student in progressing thesis projects, orientation courses, practice teaching etc. S grades are not included in computation of cumulative averages; W indicates withdrawal from a course in which the student was enrolled at the end of the schedule adjustment period. This mark is not used in any computation of quality points or cumulative average totals at the end of the semester; and **Pass-Fail** - See a description of the grade and the University's policy.

Final Grades in EDCI 685

All work will be taken into account in determining your final grade. Major papers and quizzes will be given greater weight. Class participation will also be a determining factor.

Students will be expected to complete a preliminary *Review of the Literature*, a *Tentative Research Plan*, and a *Revised Research Plan*.

The breakdown is as follows: research assignments: 50%;
quizzes: 40%;
class participation: 10%.

If you wish to check your final grade, go to the University of Maryland homepage website. Click on Testudo. Then click on Records & Registration. Finally, click on View Your Grades.

Quizzes
There will be two (2) quizzes. These quizzes will consist of terms to define and essay questions. I will provide a detailed review guide for each quiz.

Class Participation
Since class participation is an important part of this course, it will count as a factor in determining your final grade.

Online Writing Centers
Below, I have included information on three important online writing centers.

HARVARD UNIVERSITY
Cambridge, Massachusetts
http://www.fas.harvard.edu/~wricntr/

PURDUE UNIVERSITY
West Lafayette, Indiana
http://owl.english.purdue.edu/

RENSSELAER POLYTECHNIC INSTITUTE
Troy, New York
http://www.rpi.edu/web/writingcenter/handouts.html

World Wide Web (www) Access to the University of Maryland
University of Maryland General Information: http://www.umd.edu/
University of Maryland Testudo: http://www.testudo.umd.edu/
University of Maryland Libraries: http://www.lib.umd.edu/
University Book Center: http://umcp.bncollege.com/
University of Maryland SEATS: http://www.sis.umd.edu/bin/seats

Mandatory CITI Human Subjects Training Requirement in the Dept. of Teaching & Learning, Policy & Leadership (TLPL)
All students in TLPL programs (B.A., B.S., M.A., M.Ed., Ph.D., Ed.D. and all graduate certificate programs) involved in human subject research are required to complete CITI Human Subjects Training. By completing this requirement, students will be allowed to fully participate in individual, class and team research initiatives in the Department.
To complete the CITI Human Subjects Training requirement, go to the CITI Training Website at
https://www.citiprogram.org, fill in the required information, select University of Maryland College Park from the college/university drop down menu, and complete the Social & Behavioral Research – Basic/Refresher, Basic Course module.

Students should complete the CITI Human Subjects Training requirement during the first course in their program. Keep in mind that CITI Human Subjects Training is valid for three years and must be renewed for each additional three-year period.

If faculty or students have completed CITI Human Subjects Training (again, Maryland requires the Social & Behavioral Research – Basic/Refresher, Basic Course module) before accepting a position at Maryland or entering a program Maryland, go to your CITI Training Website home page at https://www.citiprogram.org, find the college/university drop down menu, and change your previous college or university to University of Maryland College Park.

Institutional Review Board (IRB): TLPL IRB and Campus IRB

For all current information and application forms on conducting research with human subjects, I suggest you consult the Campus IRB website: http://www.umresearch.umd.edu/IRB/. Keep in mind that all research applications to conduct research with human subjects must first be submitted using IRBNet, reviewed and approved by your adviser, and then reviewed and approved by TLPL IRB before submission to Campus IRB.

GOOGLE Email Account

If you are interested in securing a GOOGLE email account, let me know. I will be more than happy to provide the necessary enrollment invitation.

Reserve Reading

The articles included under Reserve Reading are available in the Content Collection in ELMS/ CANVAS. Refer to your EDCI 685 syllabus.

Recording of Class Lectures

All rights reserved. No part of any lecture may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording or any informational storage and retrieval system, without permission in writing from the professor.

Cell/Mobile Phones and Electronic Devices

Please turn off cell phones and other electronic devices during class.

Letters of Recommendation

One of my most important responsibilities is to write excellent letters of recommendations in which I fully support colleagues and students in their professional endeavors. In order to write an effective letter, I need a copy of your current resume; and the full name, professional title, department or unit (with room number, if available), street address, city, state, and zip code of the person to whom I am sending your recommendation. In addition, if you are required to provide me with an evaluation form to accompany the letter, make sure that you complete (type) all of the required information on the form before you give it to me.

I do not write open letters of recommendation (refer to the Buckley Amendment). That is, I do not write public letters for inclusion in professional portfolios, websites, or other published venues. I am always willing to provide you with a copy of the letter that I write for you, but the content of that letter is between you and me. Open (public) letters of recommendation are not worth the paper on which they are written.
Questions or Problems

If you have any questions or problems regarding assignments, papers, or quizzes, please see me about them. By working together, we can resolve any difficulties. Do not hesitate to stop by during my office hours or to make an appointment for some other convenient time.
TENTATIVE SYLLABUS and CLASS SCHEDULE


   Introduction to course

   EDCI 685 syllabus
   ELMS/CANVAS site for EDCI 685
   APA Publication Manual (6th ed.)
   Research Using Human Subjects (National Institutes of Health (NIH))
   Univ. of Maryland Institutional Review Board (Campus IRB); TLPL IRB
   School District Research Guidelines
   Montgomery County (Maryland) Public Schools, Office of Shared Accountability

   Note: Current, topical readings (from AAA, AERA, APA, etc.) that have major implications
   for educational researchers will be posted in ELMS/Canvas for reading and discussion
   throughout the semester.

2. Thurs., Feb. 6

   The Process of Conducting Research Using Quantitative and Qualitative Approaches

   Creswell, Educational research: Planning, conducting, and evaluating quantitative and
   qualitative research, Chap. 1

3. Thurs., Feb. 13

   Identifying a Research Problem

   Creswell, Chap. 2

4. Thurs., Feb. 20

   Reviewing the Literature

   Creswell, Chap. 3

5. Thurs., Feb. 27

   Specifying a Purpose and Research Questions or Hypotheses

   Creswell, Chap. 4

6. Thurs., March 6

   Information Search Orientation Session (5:00 PM)

   McKeldin Library
   Room 6107
   Ms. Karen Patterson, Reference Librarian
7. Thurs., March 13
   
   Collecting Quantitative Data
   Analyzing and Interpreting Quantitative Data
   
   Creswell, Chaps. 5 – 6

7. Thurs., March 20

   University of Maryland Spring Break

8. Thurs., March 27

   Collecting Qualitative Data
   
   Creswell, Chap. 7

   Conferences
   Group meeting time

9. Thurs., April 3

   Analyzing and Interpreting Qualitative Data
   
   Creswell, Chap. 8

10. Thurs., April 10

   Reporting and Evaluating Research
   
   Creswell, Chap. 9

   Quiz 1
   
   Review of the literature assignment is due.

   Group meeting time

11. Thurs., April 17

   Experimental Designs
   
   Creswell, Chap. 10

   Group meeting time
12. Thurs., April 24

Correlational Designs
Creswell, Chap. 11

**Tentative research plan is due.**

Group meeting time

13. Thurs., May 1

Survey Designs
Grounded Theory Designs

Creswell, Chaps. 12 - 13

Conferences
Group meeting time
Research plan presentations.

14. Thurs., May 8

Ethnographic Designs
Narrative Research Designs
Mixed Methods Designs
Action Research Designs

Creswell, Chaps. 14 - 17

Group meeting time
Research plan presentations

**Quiz 2**

**Revised research plan is due.**

Last day of classes

**Tuesday, May 13**

Last day of University of Maryland classes
1. PRELIMINARY REVIEW OF THE LITERATURE

A. Introduction

The purpose of this research exercise is to give you practice in literature review techniques. The review you will conduct for this assignment is much shorter than the review you will conduct for your research project. It is long enough, however, to provide you with practice in most of the major steps involved. Study Chapters 2 - 4 in Creswell before completing this assignment. Also refer to Chapter 2: The Research Process: From Proposal to Final Report, Chapter 3: Ethics and Site Relations in Educational Research, and Chapter 4: Reviewing the Literature from Gall et al. posted in ELMS/CANVAS. Reminder: Do not rely solely on computer-based searches. Even when trained professionals conduct searches, many good references can be missed because certain key words were not included in article or book titles. Make sure that you also conduct searches the old-fashioned way, e.g., check appropriate indexes in Research Port (Do not use Quick Search!): Education Research Complete (EBSCO), PsychINFO, ERIC and bibliographies published by various professional organizations, e.g., American Anthropological Association, American Educational Research Association, American Psychological Association, International Reading Association, National Council of Teachers of English, National Council of Teachers of Mathematics, Linguistics Society of America, Society for Research in Child Development, Teachers of English to Speakers of Other Languages, etc.).

Also, take advantage of the expertise of the education reference librarians in McKeldin Library (University of Maryland), the Library of Congress (Washington, DC), and Enoch Pratt Library (Baltimore, MD). Make an appointment with an education reference library early this semester to discuss your research topic.

B. Selecting a Topic

If you have already selected a research topic, this topic may be used in carrying out this assignment. If you have not selected a research topic, you may carry out this review on any topic that interests you and that you consider a possibility for your research. Although the topic of your review should be somewhat broader than the specific problem you would explore in a thesis or research paper, it should be limited to some extent. For example, if you were interested in attitudinal changes occurring in students during their high school years, you could carry out your review of the literature on a topic such as "attitude changes in students." You should not attempt to deal with very broad topics, however, such as "attitude change" or "high school." Briefly state your topic below.

C. Key Words

Make a list of key words or descriptor terms that relate to the research topic you have selected. Refer to the Thesaurus in Education Research Complete (EBSCO), PsychINFO, ERIC and The Library of Congress Volume of Descriptors.

1. 
2. 
3. 
4. 
5. 
6. D. Preliminary Sources

Check one issue each of several preliminary sources and decide which preliminary source is most likely to be productive for the topic you have selected. List the source chosen below.

| Source 1 |
| Source 2 |
| Source 3 |

E. Preliminary Search

Check at least one complete volume (one year) of the preliminary source you have selected for all your key words. The most recent volume is preferable, but in no case should you use a volume that is more than five years old. In the process of checking this volume, you may use additional key words or omit some of those that do not appear productive. Create a bibliography that includes every article you find that relates to your research topic. Then create three groups: those that appear to be most relevant and important to your topic, those that appear to be moderately important or relevant, and those that appear to have only minor importance to your topic.

F. Reviewing Articles

Select five articles from the "most important/most relevant" category. Read these articles carefully. If you do not find five articles in the "most important/most relevant" category, check another year in your preliminary source.

When reading the five articles, check the reference section at the end of each article. List below four earlier references given in these reference sections that appear to be relevant to your topic. Use standard APA (6th ed.) bibliographic format.

1. Reference 1
2. Reference 2
3. Reference 3
4. Reference 4
G. Reporting Your Preliminary Review of the Research Literature

Write an introduction in which you describe your research problem and then write critical reviews of the five articles that you have read, relating them to your research topic. This brief review should be in the usual research format and will probably require seven (7) to ten (10) pages. It should include a title page and reference section (beyond the seven to ten pages) covering all references cited in the review. It should be typed, double-spaced on 8 1/2 x 11 paper. Careful editing and proofreading are expected. *American Psychological Association* (APA 6th ed.) conventions should be followed. The writing should be clear and well organized (edited academic English).

Upload your review paper into the Preliminary Review Assignment folder in ELMS/CANVAS.

2. TENTATIVE RESEARCH PLAN

A. Introduction

This assignment requires you to develop a research plan. Study Creswell carefully. In preparing your tentative plan, use the headings employed in Creswell [Purpose, Introduction and Problem Statement, Research Questions/Purpose/Hypotheses, Measures, Participants, Research Design, Data Analysis, Procedures]. Include a table showing how your plan fits together. A reference list must also be included.

The tentative research plan must be turned in by the due date on the syllabus, but may be turned in earlier. Your plan will be critiqued by the professor and by a small group of your fellow classmates. You will then revise your plan based on the feedback of the professor and your classmates. The revised plan will be resubmitted to the professor.

B. Format

The tentative research plan should be typed double-spaced on 8 1/2 x 11 paper. I expect careful editing and proofreading. APA (6th ed.) conventions should be followed. The writing should be clear and well organized (again, edited academic English). In short, the paper should reflect professionalism and attention to detail.

Multiple copies are needed so that each member of your in-class group and the professor will have a copy. Typically, the research plan will be five to ten pages in length. The review must cover at least a two years' search of a preliminary source such as Research Port and can build upon the Preliminary Review of the Research Literature assignment.

C. Selecting a Topic

If you have already selected a research topic, you can prepare the research plan for that topic. If you have not selected a research topic, you should select a topic for the research plan in your area of interest, using the procedure for selecting a research topic in Chapter 3 of Creswell.
3. REVISED RESEARCH PLAN

A. List the specific suggestions that were made by other class members when your tentative research plan was discussed.

B. List the specific suggestions that were made by the professor.

C. Locate at least three more articles relevant to your plan, give bibliographic data below, and add these to your revised review of the literature.

D. Submit the following:
   1. a revised research plan (typed, double-spaced);
   2. upload the Revised Research Plan into ELMS/CANVAS.
REVIEW OF THE RESEARCH LITERATURE

What is a review of the literature? A literature review is an account of what has been published on a topic by respected scholars and researchers. In writing the literature review, your purpose is to convey to your reader what knowledge and ideas have been established on a topic, and what their strengths and weaknesses are. As a piece of writing, the literature review must be defined by a guiding concept (e.g., your research objective, the problem or issue you are discussing, or your argumentative thesis). It is not just a descriptive list of the material available or a set of summaries.

Besides enlarging your knowledge about the topic, writing a literature review allows you to gain and demonstrate skills in two areas:

1. **information search**: the ability to scan the research literature efficiently, using manual or computerized methods, to identify a set of useful articles and books;
2. **critical evaluation**: the ability to apply principles of analysis to identify unbiased and valid studies.

A literature review must do these things:

a) be organized around and related directly to the thesis or research question you are developing;
b) synthesize results into a summary of what is and is not known;
c) identify areas of controversy in the literature;
d) formulate questions that need further research.

Ask yourself questions like these:

1. What is the **specific thesis, problem, or research question** that my literature review helps to define?
2. What **type** of literature review am I conducting? Am I examining issues of theory? methodology? policy? quantitative research (e.g. on the effectiveness of a teaching strategy)? qualitative research (e.g., case studies)?
3. What is the **scope** of my literature review? What types of publications am I using (e.g., journals, books, government documents, popular media)? What discipline am I working in (e.g., writing research, psychology, sociology, education policy)?
4. How good was my **information search**? Has my search been wide enough to ensure I have found all the relevant material? Has it been narrow enough to exclude irrelevant material? Is the number of sources I have used appropriate for the length of my paper?
5. Have I critically analyzed the literature I use? Do I follow through on a set of claims and questions, comparing them to each other and the ways scholars articulate them? Instead of just listing and summarizing claims, do I evaluate them, discussing strengths and limitations?

6. Have I cited and discussed studies contrary to my perspective?

7. Will the reader find my literature review relevant, appropriate, and useful?

Ask yourself questions like these about each book or article you include:

1. Has the author formulated a problem/issue?
2. Is it clearly defined? Is its significance (scope, severity, relevance) clearly established?
3. Could the problem have been approached more effectively from another perspective?
4. What is the author’s research orientation (e.g., interpretive, critical inquiry, combination)?
5. What is the author’s theoretical framework (e.g., psychological, developmental, feminist)?
6. What is the relationship between the theoretical and research perspectives?
7. Has the author evaluated the literature relevant to the problem/issue? Does the author include literature that takes positions she or he does not agree with?
8. In a research study, how valid are the basic components of the study design (e.g., sample, intervention, outcome)? How valid and reliable are the measurements? Is the analysis of the data accurate and relevant to the research questions? Are the conclusions derived in a valid and reliable manner from the data and analyses?
9. In material written for a popular readership, does the author use appeals to emotion, one-sided examples, or rhetorically charged language and tone? Is there an objective basis to the reasoning, or is the author merely rehearsing what he or she already believes?
10. How does the author structure the argument? Can you deconstruct the flow of the argument to see whether or where it breaks down logically (e.g., in establishing cause-effect relationships)?
11. In what ways does this book or article contribute to our understanding of the problem under study, and in what ways is it useful for instructional practice? What are the strengths and limitations?
12. How does this book or article relate to the specific thesis or question I am developing?

Sign up on the EDCI 685 appointment schedule (30-minute time block) to discuss your proposed topic and to ask any questions you may have about the 685 assignment(s).

My office is located in 2304-G Benjamin Building.

Thanks,

Wayne
### EDCI 685: Research Methods

#### Rubric for Review of the Research Literature

**W. Slater**  
Spring 2014

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1</th>
<th>3</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justified criteria for inclusion and exclusion from review.</td>
<td></td>
<td>Discussed the criteria for inclusion or exclusion</td>
<td>Justified literature included and excluded</td>
</tr>
<tr>
<td>Identified what has been done from what needs to be done.</td>
<td></td>
<td>Discussed what has and has not been done</td>
<td>Critically examined the state of the field</td>
</tr>
<tr>
<td>Placed the topic or problem in the broader scholarly literature (context)</td>
<td></td>
<td>Some discussion of broader scholarly literature (context)</td>
<td>Topic clearly situated in broader scholarly literature (context)</td>
</tr>
<tr>
<td>Placed the research in historical context of the field.</td>
<td></td>
<td>Some mention of historical literature</td>
<td>Critical examination of history of topic</td>
</tr>
<tr>
<td>Acquired and enhanced the subject vocabulary.</td>
<td></td>
<td>Key vocabulary defined</td>
<td>Ambiguities in definitions discussed and resolved</td>
</tr>
<tr>
<td>Articulated important variables and phenomena relevant to the topic.</td>
<td></td>
<td>Reviewed relationships among key variables and phenomena</td>
<td>Notes ambiguities in literature and proposes new relationships</td>
</tr>
<tr>
<td>Synthesized and gained new perspective on literature.</td>
<td></td>
<td>Some critique of literature</td>
<td>Offered new perspective</td>
</tr>
<tr>
<td>Identified the main methodologies and research techniques that have been used in the field; and their advantages and limitations.</td>
<td></td>
<td>Research methods used to produce claims discussed</td>
<td>Research methods critiqued or new methods proposed</td>
</tr>
<tr>
<td>Related ideas and theories to research methodology.</td>
<td></td>
<td>Discussed appropriateness of research methods to warrant claims</td>
<td>Critiqued appropriateness of research methods to warrant claims</td>
</tr>
<tr>
<td>Articulated the practical significance of the research problem.</td>
<td></td>
<td>Practical significance discussed</td>
<td>Practical significance of research critiqued</td>
</tr>
<tr>
<td>Articulated the scholarly significance of the research problem.</td>
<td></td>
<td>Scholarly significance discussed</td>
<td>Scholarly significance of research critiqued</td>
</tr>
<tr>
<td>Written with a coherent, clear structure that supports review.</td>
<td>Poorly conceptualized, haphazard</td>
<td>Some coherent structure</td>
<td>Well developed, coherent</td>
</tr>
<tr>
<td>Used standard and accepted documentation and reference format (APA 6th edition).</td>
<td>Incorrect use of documentation and reference format</td>
<td>Some appropriate use of documentation and reference format</td>
<td>Appropriate use of documentation and reference format</td>
</tr>
<tr>
<td>Demonstrated mastery of edited academic English.</td>
<td>Significant problems with English usage, word choice, spelling</td>
<td>Some problems with English usage, word choice, spelling</td>
<td>Paper reflects mastery of edited academic English</td>
</tr>
</tbody>
</table>
EDCI 685: Research Methods

W. Slater

Quiz Rubrics

Spring 2014

Rubric for Scoring Definition of Terms

A: The student demonstrates a complete and detailed understanding of the term. The student constructs details, explanations, and descriptions of the term and uses the term in context.

B: The student demonstrates a complete understanding of the term and generates explanations and descriptions of the term.

C: The student demonstrates an incomplete understanding of the term or some misconceptions about the meaning of the term. However, the student demonstrates a basic understanding of the term.

D: The student demonstrates so many misconceptions about the term that the student cannot be said to understand the term.

F: Not enough information to make a judgment.

Rubric for Scoring Essay Response Questions

A: The student demonstrates a thorough understanding of the important concepts or generalizations, provides supporting details from the text(s), and provides new insights into some aspect of that information.

B: The student demonstrates a complete and accurate understanding of the important concepts or generalizations and provides some supporting details from the text(s).

C: The student demonstrates an incomplete understanding of the important concepts and generalizations and has included some notable misconceptions.

D: The student demonstrates major misconceptions about the concepts and generalizations.

F: Not enough information to make a judgment.