EDLD 625.01: Quantitative Research

William P. McCaw

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EDLD 625: QUANTITATIVE RESEARCH
SPRING 2007

CLASS:
Wednesdays 7:10-10:00 PM
School of Education Room 313

INSTRUCTOR:
William P. McCaw, Ed.D.
Office: Education 207
Office Hours: By Appointment
(o) 243-5395
(p) e-mail: bill.mccaw@mso.umt.edu

REQUIRED READINGS:

Suggested Readings:

Other readings as assigned during the course.

COURSE DESCRIPTION:
Quantitative Research is a core research course for doctorate studies in the Department of Educational Leadership. This course will provide students with the principles and techniques of quantitative research as they pertain to a doctoral dissertation proposal. Ethical considerations for conducting and reporting research will also be explored. Through this course, students will experience quantitative proposals utilizing survey, correlational, and causal-comparative designs as they become connoisseurs and critics of research designs and conclusions.

MISSION ALIGNMENT:
School of Education Mission Statement
The School of Education shapes professional practices that contribute to the development of human potential. We are individuals in a community of lifelong learners, guided by respect for knowledge, human dignity, and ethical behavior. We work together producing and disseminating knowledge to advance the physical, emotional, and intellectual health of a diverse society.

Educational Leadership Mission Statement
The mission of Educational Leadership at The University of Montana is to develop leaders for learning organizations who are guided by respect for knowledge, human dignity, and ethical behavior. This is accomplished by providing high quality academic and professional opportunities. We subscribe to a definition of leadership wherein individuals assume evolving
roles within influence relationships requiring their contributions in order to achieve mutual purposes.

**Course Outcomes and Standards for School Leaders:**
The Department of Educational Leadership (EDLD) has adopted the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders. The ISLLC Standards were developed by the Council of Chief State School Officers and member states in 1996. The ISLLC Standards are used to guide courses in educational leadership. Each standard is briefly summarized below.

Listed below are the General ISLLC Standards with their Knowledge, Dispositions, and Performance Standards that this course specifically addresses. For a more detailed explanation of the ISLLC Standards and specific information in the areas of Knowledge, Dispositions, and Performances for each standard, visit the web site for the Council of Chief State School Officers at [http://www.ccsso.org/content/pdfs/isllcstd.pdf](http://www.ccsso.org/content/pdfs/isllcstd.pdf).

**Standard 1:** A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

- **Knowledge**
  - The administrator has knowledge and understanding of:
    - information sources, data collection, and data analysis strategies

- **Dispositions**
  - The administrator believes in, values, and is committed to:
    - a willingness to continuously examine one’s own assumptions, beliefs, and practices

- **Performances**
  - The administrator facilitates processes and engages in activities ensuring that:
    - assessment data related to student learning are used to develop the school vision and goals

**Standard 5:** A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

- **Knowledge**
  - The administrator has knowledge and understanding of:
    - professional codes of ethics

- **Dispositions**
  - The administrator believes in, values, and is committed to:
    - bringing ethical principles to the decision-making process

**Course Objectives:**
As a result of the successful completion of Quantitative Research, students will be able to:

<table>
<thead>
<tr>
<th>Standards Alignment</th>
<th>ISLLC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe the major differences between quantitative and qualitative research designs;</td>
<td>1(K.4, D.6)</td>
</tr>
<tr>
<td>2. Demonstrate an understanding of the characteristics of quantitative research including survey, correlational, and causal-comparative designs;</td>
<td>1(K.4, D.6)</td>
</tr>
<tr>
<td>3. Apply the appropriate quantitative methods to a research study;</td>
<td>1(K.4, D.6)</td>
</tr>
</tbody>
</table>
4. Understand the concerns associated with interpreting research data; 1(K.4, D.6)
5. Understand the ethical considerations when conducting research; 5(K.2, D.4, P.2, P.9)
6. Utilize electronic databases to support a quantitative research proposal; 1(K.4, D.6)
7. Complete a class assigned quantitative research proposal; and 1(K.4, D.6)
8. Correctly use APA style in a research proposal.

**EXPECTATIONS:**

Students enrolled in this course are expected to demonstrate regular and consistent class attendance and participate in all activities and discussions in a manner that promotes a scholarly environment where diverse ideas are tolerated and discussion is supported by informed opinion. (Refer to *Professional Standards for Student Performance* in Appendix A.) Written assignments will reflect the individual’s original work and, when appropriate, follow the American Psychological Association (APA) style. All references to works by other authors must be properly cited. All written assignments must include a title page (Refer to the attached example in Appendix B and be stapled in the top left corner; Running Heads are not necessary).

*All students must practice academic honesty. Academic misconduct is subject to academic penalty by the course instructor and/or disciplinary sanction by the University.* You are required to be familiar with the Student Conduct Code. The Student Conduct Code is available for review online at [http://www.umt.edu/SA/VPSA/index.cfm/page/1321](http://www.umt.edu/SA/VPSA/index.cfm/page/1321)

In addition, students are required to be current in the assigned reading for the course and to submit and/or present required assignments in a timely manner. **Late assignments will be accepted only by prior consent of the instructor.**

**ACCOMMODATIONS:**

I want to be sensitive to any special needs that you may have. If you require some special accommodation or you are uncomfortable with some aspect of this course, I invite you to discuss these matters with me.

**EMERGENCY TRAINING AND PROCEDURES:**

Please notify me if you have emergency training or if you have any medical conditions that may impact you in this class.

**ASSIGNMENTS:**

In addition to the assigned readings, expectations of class participation and adherence to the *Professional Standards for Student Performance*, each student will be required to complete the following assignments:

1. APA Publication Manual Citations (10 points) (Due Feb 7)
   Assessment Rubric located in Appendix D

   This assignment requires you to demonstrate that you can successfully follow the APA style guide when citing work or works from other people. You are to provide evidence of:
a) Paraphrasing within a paragraph what an author or authors has/have written and giving that author or authors credit for the information
b) Using a direct quote (less than 40 words) with a sentence
c) Using a direct quote (40 words or more) within a paragraph
d) Using a citation from a secondary source within a sentence, and
e) Referring to work by three or more authors more than once (requires two different formats) within a paragraph

2. Chapter Two Review of the Literature Critique (20 points) (Due Mar 14)
Assessment Rubric located in Appendix E

This assignment requires you read and critique an entire Chapter Two: Review of the Literature from an existing doctoral dissertation (not from The University of Montana) by using the Literature Review Scoring Rubric articulated in the article Scholars Before Researchers: On the Centrality of the Dissertation Literature Review in Research Preparation by Boote and Beile (2005). This critique should include (a) a brief introduction and explanation of the dissertation topic critiqued, and (b) a in-depth critique (not just a score) for each of the five categories and their corresponding criteria as espoused by Boote and Belie. This critique should utilize the correct APA Heading format (see Cozby, 2007, pp. 303 and APA, 2001, pp. 111-115; 289-290; and 306-320).

3. Institutional Review Board Checklist and Summary (20 points) (Due Apr 25)
Assessment Rubric located in Appendix F

This assignment requires you to access the Institutional Review Board (IRB) at The University of Montana web page at www.umt.edu/research/irb/irboverview.htm and complete the IRB Checklist (Form RA-108 http://www.umt.edu/research/irb/IRBContinuation.doc ) and the 11-Point IRB Summary ( http://www.umt.edu/research/irb/11point%20summary.doc ) for your research proposal. The IRB Checklist and Summary can be accessed within the IRB guidelines www.umt.edu/research/irb/irbguidelines.htm. To complete this assignment, you may need to take The University of Montana: Online Research Ethics Course (sections 1, 2, 3, 4, & 6) unless you have previously completed this online course.

4. Class Quantitative Research Proposal (30 points) (Due May 2)
Assessment Rubric located in Appendix G

This assignment requires a quantitative research proposal addressing Chapters One, Two, and Three of the dissertation (see Appendix C) as well as a Table of Contents, References, and any appropriate Appendices. Chapter Two can be a brief explanation articulating the chapter’s design (see Boote and Beile, 2005) and an anticipated outline of the chapter’s contents. The research topic will be the student’s choice but the design will be assigned (survey, correlational, and experimental). Students will have the opportunity to collaborate with classmates who are working on similar research designs. This proposal must follow the APA format for headings. The proposal will most likely use four or five levels of heading (see APA, 2001, pp. 111-115; 289-290; and 306-320).
5. **Class Quantitative Research Proposal Presentation** (10 points) *(Due May 9)*

Assessment Rubric located in Appendix H

This assignment will be a 15-20 minute PowerPoint presentation by each student on their quantitative research proposal. The majority of the presentation will focus on Chapters One and Three as well as including their anticipated data analysis.

**GRADING:**

Grading for this course follows the criteria listed in assessment rubrics for each assignment. These rubrics can be found in Appendices D-H.

Unacceptable projects/papers are those that do not meet the requirements of the class assignment. They are often papers or parts of papers from other classes or consist of research that that the writer finds more interesting than the class assignment. Papers that are plagiarized, both by direct copying or a lack of adequate citation, are unacceptable and will be graded accordingly. (Refer to the Expectations section of the syllabus.)

Grades will be determined by the following weighted formula.

\[(100-90\%)=A: \, 89-80\%=B: \, 79-60\%=C: \, 69-60\%=D: \, <60\%=F)\]

- Class Participation (minus 2 points for each absence) 10%
- APA Publication Manual Citations *(Due Feb 7)* 10%
- Chapter Two Review of the Literature Critique *(Due Mar 14)* 20%
- Institutional Review Board Checklist and Summary *(Due Apr 25)* 20%
- Class Quantitative Research Proposal *(Due May 2)* 30%
- Class Quantitative Research Proposal Presentation *(Due May 9)* 10%

**Tentative Class Topics and Assignments:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Textbook Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>Introductions and Course Overview</td>
<td></td>
</tr>
<tr>
<td>January</td>
<td>Proposal Discussion</td>
<td>Appendix A: pp. 287-339</td>
</tr>
<tr>
<td></td>
<td>a. Dissertation</td>
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<td></td>
<td>b. Class</td>
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<tr>
<td></td>
<td>Writing the Dissertation</td>
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<tr>
<td></td>
<td>a. APA</td>
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<td>February</td>
<td>Arriving at Understanding: How Social</td>
<td>Ch. 1: pp. 1-13</td>
</tr>
<tr>
<td></td>
<td>Science Research Informs Our Understanding</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Progressing from Ideas to Hypothesis and</td>
<td>Ch. 2: pp. 16-35</td>
</tr>
<tr>
<td></td>
<td>Predictions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chapter One Contents</td>
<td></td>
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<td></td>
<td><strong>APA Publication Manual Citations Due</strong></td>
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<td>February</td>
<td>Chapter Two: Reviewing the Literature</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Scholars Before Researchers: On the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Centrality of the Dissertation Literature</td>
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</tr>
<tr>
<td></td>
<td>Review in Research Preparation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>by Boote and Beile (2005)</td>
<td></td>
</tr>
</tbody>
</table>
February 28  Ethical Research
   a. Institutional Review Board
      www.umt.edu/research/irb/irboverview.htm
   b. IRB Online Ethics Course
      www.umt.edu/research/Ethics/research_ethics.html

March  7  Chapter Three Contents
   Studying Behavior
      a. Variables, Causality, and Validity
   Measurement Considerations
      a. Reliability, Validity, and Scales of Measurement

March 14  Observing Behavior
   a. Quantitative and Qualitative Research Paradigms

March  7  Chapter Three Contents
   Survey Research
   Chapter Two Review of the Literature Critique Due

March 21  Experimental Designs
   Conducting Experiments
   Chapter Two Review of the Literature Critique Due

March 28  NO CLASS – Spring Break

April  4  Complex Experimental Designs
   Single Case, Quasi-Experimental, and Developmental Research

April 11  Chapter Four Contents
   Research Results
      a. Description and Correlation

April 18  Group Collaboration on Proposals

April  4  Complex Experimental Designs
   Single Case, Quasi-Experimental, and Developmental Research

April  4  Complex Experimental Designs
   Single Case, Quasi-Experimental, and Developmental Research

April 25  Statistical Inference
   a. Samples and Populations
   b. Null and Research Hypotheses
   c. Type I & II Errors
   d. Sample Size and Power Analysis
   e. Tests of Significance

      Institutional Review Board Checklist and Summary Due

May   2  The Construct of Generalizability
   Presentation Considerations
   Class Quantitative Research Proposal Due

May   9  Quantitative Class Proposal Presentations
References


APPENDIX A

PROFESSIONAL STANDARDS FOR STUDENT PERFORMANCE

Graduate students in the Department of Educational Leadership at The University of Montana are expected to:

- Demonstrate professional vision in the practice of educational administration
- Accept responsibility and accountability for class assignments in their role as members of the class
- Demonstrate growth during the period of their graduate career
- Demonstrate good decision making and an awareness of organizational issues from a variety of perspectives
- Demonstrate imagination and originality in the discussion of educational leadership issues
- Understand the relationship between theory and practice and the value of reflective leadership
- Demonstrate a moral, humanistic, ethical and caring attitude toward others
- Demonstrate an ability to build trust and positive relationships with others
- Demonstrate a tolerance for diversity and a warm acceptance of others regardless of their backgrounds or opinions
- Demonstrate emotional stability and an ability to work well with other members of the class, including the instructor
- Demonstrate an ability to express himself/herself well in speech and writing, and
- Demonstrate mastery of fundamental knowledge of course content and an understanding of its application

FAILURE TO DEMONSTRATE THE AFOREMENTIONED QUALITIES ON A CONSISTENT BASIS MAY RESULT IN REMOVAL FROM CLASSES AND/OR THE EDUCATIONAL LEADERSHIP PROGRAM.
APPENDIX B

Assignment

Title of the Paper

by

Your Name

Submitted to
William P. McCaw, Ed.D.

In Partial Fulfillment of the Requirements of
EDLD 625: Quantitative Research
The University of Montana
Spring 2007
APPENDIX C
QUANTITATIVE RESEARCH OUTLINE

Chapter One
- Introduction and Focus of the Study
  - Introduce the Study
  - Problem Statement
  - Purpose of the Study
  - Research Question
    - Hypothesis(es)
  - Definitions of Terms
  - Delimitations
  - Limitations
  - Significance of the Study
  - Summary of Chapter One and transition to Chapter Two

Chapter Two
- Review of the Literature
  - For the purposes of this course:
    - A short justification of the Literature Review design
    - An outline of the chapter’s anticipated contents
- Summary of Chapter Two and transition to Chapter Three

Chapter Three
- Methodology
  - Research Design (brief description of the quantitative design being employed)
  - Research Question and Hypothesis(es)
    - Variables articulated and discussed
  - Population and Sample (description and justification of the selection process)
    - External Validity discussed (Generalizability)
  - Data Collection Procedures (described)
    - Measurements/Instruments discussed
      - Reliability
      - Internal Validity
  - Data Analysis (Typically contained in Chapter Three for a Proposal)
    - Type of Analysis Anticipated
    - $A$ priori Assumptions
- Summary of Chapter Three and transition to Chapter Four

Chapter Four:
- Data Analysis
  - Description of the quantitative analysis procedure(s)
  - Analysis articulated in text, graphs, and or charts
- Summary of Chapter Four and transition to Chapter Five

Chapter Five:
- Conclusions from the analysis of the data
  - Conclusions linked back to the literature review
- Findings (Your Contribution)
- Recommendations
  - For Future Study
  - For Practitioners/Others
## APPENDIX D
APA Manual Citations
Assessment Rubric

<table>
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<tr>
<th>Category</th>
<th>2 Points</th>
<th>1 Point</th>
<th>0 Points</th>
<th>Total Points</th>
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<tr>
<td>Paraphrasing the works of one or more authors</td>
<td>Paraphrasing is used in a manner that is clear as to who the thought is being attributed to</td>
<td>Paraphrasing is used but it is unclear as to who is responsible for what information or is not contained in a paragraph</td>
<td>No evidence provided</td>
<td></td>
</tr>
<tr>
<td>Using a direct quote (less than 40 words) with a sentence</td>
<td>Direct quote follows the APA style noting all required citation information, and is used in a manner that is clear as to who the quote is being attributed to</td>
<td>Direct quote is used in a manner that is confusing and/or does not note all required citation information, and/or does not follow the APA style</td>
<td>No evidence provided</td>
<td></td>
</tr>
<tr>
<td>Using a direct quote (40 words or more) within a paragraph</td>
<td>Direct quote follows the APA style noting all required citation information, and is used in a manner that is clear as to who the quote is being attributed to</td>
<td>Direct quote is used in a manner that is confusing and/or does not note all required citation information, and/or does not follow the APA style and/or is not contained within a paragraph</td>
<td>No evidence provided</td>
<td></td>
</tr>
<tr>
<td>Using a citation from a secondary source</td>
<td>Secondary citation follows the APA style and is used in a manner that is clear as to who the quote is being attributed to</td>
<td>Secondary citation does not follow the APA style and/or is used in a manner that is confusing</td>
<td>No evidence provided</td>
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<tr>
<td>Referring to work by three or more authors more than once</td>
<td>Reference follows the correct APA style and is used in a manner that is clear</td>
<td>Reference does not follow the correct APA style and/or is used in a manner that is confusing, and/or is not contained in a paragraph.</td>
<td>No evidence provided</td>
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## APPENDIX E
Chapter Two Review of the Literature Critique
Assessment Rubric

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<td>Coverage</td>
<td>Category is critiqued in a thorough manner that demonstrates an understanding and the importance of the category and each criteria</td>
<td>Category is not thoroughly critiqued or critiqued in a manner that does not demonstrate an understanding of the category or each criteria</td>
<td>Category is not addressed</td>
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<tr>
<td>Synthesis</td>
<td>Category is critiqued in a thorough manner that demonstrates an understanding and the importance of the category and each criteria</td>
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<tr>
<td>Methodology</td>
<td>Category is critiqued in a thorough manner that demonstrates an understanding and the importance of the category and each criteria</td>
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<tr>
<td>Significance</td>
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<td>Category is not addressed</td>
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<tr>
<td>Rhetoric</td>
<td>Category is critiqued in a thorough manner that demonstrates an understanding and the importance of the category and each criteria</td>
<td>Category is not thoroughly critiqued or critiqued in a manner that does not demonstrate an understanding of the category or each criteria</td>
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# APPENDIX F
Institutional Review Board Checklist and Summary
Assessment Rubric

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<td>Checklist</td>
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<td>1. Purpose</td>
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<tr>
<td>2. Subjects and Recruitment</td>
<td>Acceptable</td>
<td>Revisions required</td>
<td>Not acceptable</td>
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<tr>
<td>4. Location</td>
<td>Acceptable</td>
<td>Revisions required</td>
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<tr>
<td>5. Subject’s Activities</td>
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<td>6. Benefits</td>
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<td>7. Risks/Discomforts</td>
<td>Acceptable</td>
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<td>8. Deleterious Effects</td>
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<td>9. Subject Privacy</td>
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<tr>
<td>10 &amp; 11. Consent/Permission and Waiver</td>
<td>Acceptable</td>
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## APPENDIX G
Class Quantitative Research Proposal
Assessment Rubric

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<tr>
<td>Table of Contents</td>
<td>Organized, notes page numbers, and demonstrates correct levels of headings</td>
<td>Is not organized, and/or does not note page numbers, and/or does not demonstrate correct levels of headings</td>
<td>Not addressed</td>
<td></td>
</tr>
<tr>
<td>Chapter One</td>
<td>Majority of chapter components thoroughly addressed and supported</td>
<td>Chapter components not thoroughly addressed and supported (such as lacking appropriate supporting citations)</td>
<td>Not addressed</td>
<td></td>
</tr>
<tr>
<td>Chapter Two</td>
<td>Chapter design articulated in a manner that demonstrates an understanding of Boote &amp; Beile (2005) criteria</td>
<td>Chapter design is poorly articulated and/or does not address the Boote &amp; Beile (2005) criteria</td>
<td>Not addressed</td>
<td></td>
</tr>
<tr>
<td>Chapter Three</td>
<td>Majority of chapter components thoroughly addressed and supported</td>
<td>Chapter components not thoroughly addressed (such as lacking appropriate supporting citations)</td>
<td>Not addressed</td>
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<tr>
<td>APA Style</td>
<td>APA style followed to a degree that does not detract form the proposal</td>
<td>Lack of following APA style detracts from the proposal and/or causes confusion to the reader</td>
<td>Not Evident</td>
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</tr>
<tr>
<td>Writing Clarity</td>
<td>Writing is of a scholarly nature, clear, and mechanics and punctuation do not detract from the proposal</td>
<td>Writing is not of a scholarly nature, and/or is not clear, and/or mechanics and punctuation problems detract from the proposal</td>
<td>Not submitted</td>
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## APPENDIX H

### Class Quantitative Research Proposal Presentation

#### Assessment Rubric

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<th>Category</th>
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<th>1 Point</th>
<th>0 Points</th>
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<tr>
<td>Time Management</td>
<td>Presentation is within the 15-20 minute allotted time</td>
<td>Presentation is either too short or runs too long</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>Presentation is well organized in all areas and does not seem rushed</td>
<td>Presentation somewhat organized with minor problems in some areas and/or appears to be rushed</td>
<td>Not evident</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>Correct grammar is used and the student’s affect demonstrates an understanding of the content and design of the proposal</td>
<td>Grammar and/or the student’s affect detract from the presentation, and/or the student does not demonstrate an understanding of the content and design of the proposal</td>
<td>Not evident</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>PPT Slides</td>
<td>Slides are designed in a manner that enhances the presentation</td>
<td>Slides are designed in a manner that detracts from the presentation</td>
<td>PPT not used</td>
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<tr>
<td>Questions</td>
<td>Questions are addressed in an adequate manner without becoming defensive</td>
<td>Questions are not thoroughly answered and/or answered with some misinformation</td>
<td>Questions answered in a manner that does not demonstrate an understanding of the concept.</td>
<td></td>
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