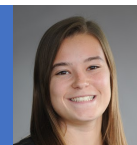




# PubP&A 607: Policy Methods

## University of Massachusetts, Fall 2017



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Office Hours: Monday 3-4 pm

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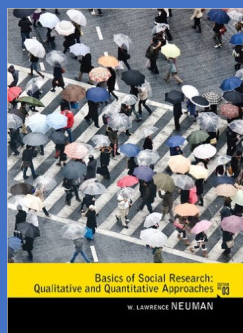
Office: Mainzer Room

Office Hours: Wednesday 3-4pm

The goal of this course is to provide you with training in research methods. After taking this course, you should be familiar with different qualitative and quantitative methods that you may encounter, and able to read and evaluate research findings. The course addresses: basic research methods, case studies, interview research, participant observation, evaluation research, survey research and analyses of secondary data.

After you have completed this course, you should be able to:

- read policy/administration research
- evaluate and critique research,
- determine which methods will best answer certain research questions
- plan, carry out, and write up case study, interview, and survey research



### Required Reading:

W. Lawrence Neuman's *Basics of Social Research*. You may purchase a previous edition; it is your responsibility to match chapters. All other readings available on course moodle.



Breaking News! Professors and TAs are expected to meet with students and make sure they understand the course material! We encourage you to visit during office hours to talk about course projects and exams. In addition, student feedback means we can clear questions up for everyone.



This semester we will be studying disability at UMass. We will be exploring disabilities among faculty members, as well as how faculty members work to accommodate students with disabilities.

*The University of Massachusetts Amherst is committed to providing an equal educational opportunity for all students. If you have a documented disability on file with Disability Services (DS), you may be eligible for reasonable academic accommodations to help you succeed in this course. If you have a documented disability that requires an accommodation, please notify me within the first two weeks of the semester (or ASAP after registering with DS) so that we may make appropriate arrangements in a timely manner.*

# Course Requirements

## Class Participation:

This course is taught through discussion, rather than lecture. The success of a seminar is the responsibility of all participants. You must complete the assigned readings **before each class session**, and be prepared to engage in good, substantive discussions of how different methods might be used for research.

Being prepared before class also means that laptops, cell phones, digital readers, or media players will not be used in class except when indicated for group work, or as an academic accommodation. You may use hard copies of notes. (10% of grade)

## Research Projects:

One way to ensure that you understand how to do research is to have you actually design and carry out small research projects, analyzing the resulting data and writing up short research reports. This gives you the opportunity to learn by doing, and promotes insight into the complexity of doing research in the real world. Former students tell me they continue to use the skills they learned in this class, even fifteen years later.

Case study report due **October 20**; interview report due **November 10**; survey report due **December 11**. (*Case Study Report 10% of grade; Interview Transcript & Interview Report 10% of grade; Survey Report 20% of grade; Peer Grade: 10% of grade*)

## Discussion Questions:

You are required to post (10-50 word) questions either about the reading, or about the method we are discussing or working on in our research – **by midnight the night before at least 15 class sessions**.

After reading the material, what are your remaining questions? How might we build a deeper discussion about how to use these methods? Our goal is to ensure that people leave the class feeling like they've mastered the materials we are covering, and are capable of doing and evaluating research in their jobs.

Together, we can create an environment that ensures that everyone masters the basics, but also allows more interesting discussions about conducting research. (10% of grade)

## Exams:

You will take a take-home midterm and final essay exams. You can use your notes and course readings in writing your take-homes, but please do not consult with one another. You can ask the TA or instructor for help if you have questions.

You will receive the midterm questions on the course website and in class, and should submit your answers on the course website by **September 29**.

You will receive the final exam questions on the course website and in class; the final exam will be due **December 11**. Exams due on the course website. (Midterm: 15% of grade; Final: 15% of grade).



Class Participation 10%

Discussion Question 10%

Case Study Project 10%

Interview Project 10%

Survey report 20%

Peer Grade 10%

Midterm 15%

Final 15%

Grades are assigned in the form of numeric grades and converted at the end of the semester to letter grades.

The grading scale for this course is A=>93; A-=90-93; B+=87-90; B=83-87; B-=80-83, C+=77-80, C=<77.

<p>Sept 6</p> <p>INTRODUCTION</p>	<p>Introduction to Class</p>
<p>September 11</p>	<p>“Doing Social Research” (Chapter 1 in <i>BSR</i>) Kerschbaum, Stephanie L. "Access in the Academy." <i>Academe</i> 98.5 (2012): 37.</p>
<p>September 13</p> <p>THEORY AND LITERATURE</p>	<p>Everyone reads: “Theory and Social Research” (Chapter 2 in <i>BSR</i>)</p> <p>Read <i>one</i> of the following literature or legal reviews: Suzanne Abram. 2003. “The Americans with Disabilities Act in Higher Education.” <i>Journal of Law &amp; Education</i>. 23(1): 1-21. Katsiyannis, Antonis, et al. 2009. “Postsecondary education for individuals with disabilities: Legal and practice considerations.” <i>Journal of Disability Policy Studies</i> 20(1): 35-45. MacDonald-Wilson, Kim L., Ellen S. Fabian, and S. L. Dong. 2008. “Best practices in developing reasonable accommodations in the workplace: Findings based on the research literature.” <i>The Rehabilitation Professional</i> 16(4): 221-232.</p> <p><u>Research Meetings: Developing Hypotheses</u></p>
<p>September 18</p> <p>ETHICS</p>	<p>“Ethics in Social Research” (Chapter 3 in <i>BSR</i>)</p> <p><u>Certificate Due:</u> Register as a user on website; read the BASIC course in <b>Human Subjects Curriculum</b> Group 2 Social and Behavioral Research Investigators and Key Personnel, <b>and take the web exams. Upload the certificate to the Moodle. THIS WILL TAKE A FEW HOURS so plan ahead!</b> <a href="https://www.citiprogram.org/default.asp">https://www.citiprogram.org/default.asp</a></p>
<p>September 20</p> <p>DESIGN</p>	<p>“Reviewing the Literature and Planning a Study” (Chapter 4 in <i>BSR</i>) Read a second literature review listed for September 13</p> <p><u>Research Meetings: Draft Hypotheses (Turn in during class)</u></p>
<p>September 25</p> <p>MEASUREMENT</p>	<p>“Qualitative and Quantitative Measurement” (Chapter 5 in <i>BSR</i>) Wolman, Clara, et al. 2004. “The Accommodation of University Students with Disabilities Inventory (AUSDI): Assessing American and Mexican Faculty Attitudes toward Students with Disabilities.” <i>Journal of Hispanic Higher Education</i> 3(3): 284-295. <b>Focus on 286-290.</b></p>
<p>September 27</p> <p>SAMPLING</p>	<p>“Qualitative and Quantitative Sampling” (Chapter 6 in <i>BSR</i>) Szymanski, Edna Mora, et al. 1999. “Faculty and Instructor Perception of Disability Support Services and Student Communication.” <i>Career Development for Exceptional Individuals</i> 22(1): 117-128. <b>Focus on 120-121.</b> Marshak, Laura, et al. 2010. “Exploring barriers to college student use of disability services and accommodations.” <i>Journal of Postsecondary Education and Disability</i> 22(3): 151-165. <b>Focus on 152-153.</b></p> <p><b>September 29: Take Home Midterm Due by Noon</b></p>

<p>October 2</p> <p style="text-align: center;">SURVEY RESEARCH</p>	<p>“Survey Research” (Chapter 7 in <i>BSR</i>) Cook, Lysandra, Phillip D. Rumrill, and Melody Tankersley. 2009. “Priorities and Understanding of Faculty Members regarding College Students with Disabilities.” <i>International Journal of Teaching and Learning in Higher Education</i> 21(1): 84-96. <b>Focus on 86-93.</b></p> <p><u>Research Meetings: Draft Survey Questions (Turn in during class)</u></p>
<p>October 4</p>	<p><u>Survey Question Discussion</u></p> <p><b>October 6: Revised Hypotheses and Survey Questions Due by 4 pm</b></p>
<p>October 9</p>	<p><u>NO CLASS: INDIGENOUS PEOPLE’S DAY</u></p>
<p>October 10</p> <p style="text-align: center;">CASE STUDIES</p>	<p>MONDAY CLASS SCHEDULE Bruce L. Berg. 2009. “Case Studies.” Pp. 317-337 in <i>Qualitative Research Methods for the Social Sciences</i>. Boston: Allyn and Bacon. Cory, Rebecca C., Julia M. White, and Zosha Stuckey. 2010. “Using Disability Studies Theory to Change Disability Services: A Case Study in Student Activism.” <i>Journal of Postsecondary Education and Disability</i> 23(1): 28-37. <b>Focus on 30-35.</b></p> <p><u>Research Meetings: Case Study</u></p>
<p>October 11</p>	<p><u>Research Meetings: Case Study</u></p>
<p>October 16</p> <p style="text-align: center;">WRITING</p>	<p>“Writing the Research Report” (Chapter 14 in <i>BSR</i>) AAUP. 2012. “Accommodating Faculty Members Who Have Disabilities.” <i>Bulletin of the American Association of University Professors.</i>” 38:90-42. Hadley, Wanda M. 2007. “The Necessity of Academic Accommodations for First-Year College Students with Learning Disabilities.” <i>Journal of College Admission</i> 195: 9-13.</p> <p><u>Research Meetings: Case Study Report Due, October 20 4 pm</u></p>
<p>October 18</p> <p style="text-align: center;">EXPERIMENTAL METHODS</p>	<p>“Experimental Research” (Chapter 8 in <i>BSR</i>) Beauchemin, James, Tiffany L. Hutchins, and Fiona Patterson. 2008. “Mindfulness Meditation May Lessen Anxiety, Promote Social Skills, and Improve Academic Performance among Adolescents with Learning Disabilities” <i>Complementary Health Practice Review</i> 13(1): 34-45. <b>Focus on 38-44.</b></p>
<p>October 23</p> <p style="text-align: center;">INTERVIEWS</p>	<p>Bruce L. Berg. 2009. “A Dramaturgical Look at Interviewing.” Pp. 101-157 in <i>Qualitative Research Methods for the Social Sciences</i>. Boston: Allyn and Bacon. Marshak, Laura, et al. 2010. “Exploring barriers to college student use of disability services and accommodations.” <i>Journal of Postsecondary Education and Disability</i> 22(3): 151-165. <b>Focus on 152-160.</b></p> <p><u>Research Meetings: Interviews</u></p>

<p><b>October 25</b></p> <p><b>FOCUS GROUP INTERVIEWS</b></p>	<p>Bruce L. Berg. 2009. "Focus Group Interviewing." Pp. 158-189 in <i>Qualitative Research Methods for the Social Sciences</i>. Boston: Allyn and Bacon.</p> <p>Getzel, Elizabeth Evans, and Colleen A. Thoma. 2008. "Experiences of College Students with Disabilities and the Importance of Self-Determination in Higher Education Settings." <i>Career Development for Exceptional Individuals</i> 31(2): 77-84. <b>Focus on 78-83.</b></p> <p><u>Research Meetings: Interviews</u></p> <p><b>October 27: Draft of Interview Questions due, 4 pm</b></p>
<p><b>October 30</b></p> <p><b>FIELDWORK</b></p>	<p>Field Research &amp; Focus Group Research" (Chapter 11 in <i>BSR</i>)</p> <p>Jones, Melissa M. 2007. "An Ethnographic Exploration of Narrative Methodologies to Promote the Voice of Students with Disabilities." <i>Journal of Ethnographic &amp; Qualitative Research</i> 2(1). <b>Focus on whole piece.</b></p>
<p><b>November 1</b></p> <p><b>ANALYZING QUALITATIVE DATA</b></p>	<p>"Analysis of Qualitative Data" (Chapter 13 in <i>BSR</i>)</p> <p>Duquette, Cheryll. 2000. "Experiences at university: Perceptions of students with disabilities." <i>The Canadian Journal of Higher Education</i> 30(2): 123-142. <b>Focus on 128-139.</b></p> <p><b>November 5: Interview Transcript Due, 4 pm</b></p>
<p><b>November 6</b></p>	<p>Analyzing Interview Data</p> <p><u>Research Meetings: Analyzing Interview Data</u></p>
<p><b>November 8</b></p>	<p>Presentations of Findings</p> <p>November 10, 4 pm: <b>Interview Report Due</b></p>
<p><b>November 13</b></p> <p><b>EVALUATION</b></p>	<p>"Earl Babbie. 2004. "Evaluation Research." Pp. 341-365 in <i>The Practice of Social Research</i>, 10th edition. Belmont, CA: Wadsworth/Thomson.</p> <p>McCoy, Vickie Ann, et al. 2013. "Academic Coaching Programs for Students with Disabilities: Outcomes at a Four Year University." Vistas Online.</p>
<p><b>November 15</b></p> <p><b>SECONDARY ANALYSIS</b></p>	<p>"Non-Reactive Research and Secondary Analysis" (Chapter 9 in <i>BSR</i>)</p> <p>Madaus, Joseph W. 2011. "The History of Disability Services in Higher Education." <i>New Directions for Higher Education</i> 154: 5-15.</p>
<p><b>November 20 &amp; 22</b></p>	<p>NO CLASS: THANKSGIVING BREAK</p>

<p><b>November 27</b></p> <p><b>ANALYZING QUANTITATIVE DATA</b></p>	<p>“Analysis of Quantitative Data” (Read Chapter 10 in <i>BSR</i> through “Results with Two Variables”)</p> <p>Collins, Mary Elizabeth, and Carol T. Mowbray. 2005. “Higher Education and Psychiatric Disabilities: National Survey of Campus Disability Services.” <i>American Journal of Orthopsychiatry</i> 75(2): 304-315. <b>Focus on 307-14.</b></p> <p><u>Research Meeting: Recoding Data; Univariate Statistics (BRING AT LEAST ONE LAPTOP PER GROUP)</u></p>
<p><b>November 29</b></p>	<p>“Analysis of Quantitative Data” (Read Chapter 10 in <i>BSR</i> from “Results with Two Variables”)</p> <p>Lombardi, Allison R., and Christopher Murray. 2011. “Measuring University Faculty Attitudes toward Disability: Willingness to Accommodate and Adopt Universal Design Principles.” <i>Journal of Vocational Rehabilitation</i> 34(1): 43-56. <b>Focus on 46-52.</b></p> <p><u>Research Meeting: Bivariate Statistics (BRING AT LEAST ONE LAPTOP PER GROUP)</u></p>
<p><b>December 4</b></p>	<p>“Analysis of Quantitative Data” (Re-read Chapter 10 in <i>BSR</i>)</p> <p><u>Research Meeting: Bivariate Statistics (BRING AT LEAST ONE LAPTOP PER GROUP)</u></p>
<p><b>December 6</b></p>	<p><u>Research Meeting: Finalizing Report</u></p> <p><b>Tables and Figures DUE during class</b></p>
<p><b>December 11</b></p>	<p><b>Survey Project Due:</b> Presentations to Class</p>
<p><b>December 14</b></p>	<p><b>Final Exam Due</b> on Course Website</p>



## Research Projects

You will be involved in three research projects that give you an opportunity to learn how to do case study, survey, and interview research by plunging you into the research process, rather than simply having you think abstractly about doing research. Each of these projects would ideally take several months to design, carry out, and write up. I view these as a *learning process*; I am less interested in the final product, and more interested in what you learn by carrying out the research. In assessing your accomplishments, I pay close attention to how much you learn in engaging in this research project. Four-fifths of your grade will be based on my assessment of the group's learning; one-fifth will be based on peer grades meant to ensure that everyone pulls their weight. While I would like the research reports to show effort, I do not expect perfection.

### Case Study Project

In this project, your group will examine how Disability Services is organized at UMass and at another public university, based on web-based information. Only rely on information that is published on the Web for this project. I expect a summary research report that evaluates what kinds of Disability Services the universities you study offer, and implications about how to expand UMass services. This report will likely be shorter than the other reports you will turn in, and is due **October 20, 4 pm.**

### Interview Project

In this project, your group will develop a number of questions regarding the process of researching, learning about, applying for, and accepting internships, as well as questions about how useful MPPA/MPP students found the internship itself. We will set up focus group interviews with SPP students who have already done internships. Two members of the group can co-lead the interview; other members of the group will take notes during the interviews to create an interview transcript (recording the interview and transcribing tapes would be preferable, but too time-consuming).

Based on this data, I expect a summary research report that evaluates the internship experience, and develops recommendations about the best approaches toward finding successful internships. The draft interview questions are due **October 27**. I expect you to conduct interviews the week of **October 30-Nov 3**. The transcribed interview data is due **November 5**. The final report is due **November 10, 4 pm**

### Survey Project

In this project, your group will develop a number of survey questions aimed at UMass faculty, understanding their experiences with disability. The focus for each group is described below. We will also ask faculty members to identify their college, age, gender, race/ethnicity, nationality, and rank.

This survey will be then administered to faculty. Later in the semester, groups will be given the opportunity to analyze this data through very simple statistical procedures using Excel. Based on this data, I expect a summary research report that evaluates the experiences of faculty at UMass with disability.

The first draft of the hypotheses is due **September 20**; the first draft of survey questions is due **October 2**; revised hypotheses and survey questions are due **October 6**. The final report is due **December 11**. This report will likely be longer than other reports you will turn in.

**Group One:** Do faculty have any disabilities or health issues? Have they registered with disability services?

**Group Two:** Do faculty have any trouble accessing campus or campus resources? Do they know about services and accommodations available to faculty with disabilities?

**Group Three:** Do faculty include accommodations statements on their syllabi? Do faculty recognize the different types of disabilities students may have? Do they know the accommodations they need to offer students?

**Group Four:** What are faculty member's experiences working with students with disability including time spent on these issues? What are faculty members' experiences working with Disability Services? What kinds of services or resources would be most useful for them?

**Group Five:** What are faculty's experiences to trying to make their courses more accessible to all students (universal design for learning)? Do they try to incorporate different learning approaches?

## Additional Readings:

- Cory, Rebecca C. "Disability services offices for students with disabilities: A campus resource." *New directions for higher education* 2011.154 (2011): 27-36.
- Dallas, Bryan K., Thomas D. Upton, and Matthew E. Sprong. "Post-secondary faculty attitudes toward inclusive teaching strategies." *Journal of Rehabilitation* 80.2 (2014): 12.
- Dowrick, Peter W., et al. "Postsecondary education across the USA: Experiences of adults with disabilities." *Journal of Vocational Rehabilitation* 22.1 (2005): 41-47.
- Eisenberg, Daniel, Ezra Golberstein, and Sarah E. Gollust. "Help-seeking and access to mental health care in a university student population." *Medical care* 45.7 (2007): 594-601.
- Hindes, Yvonne, and Jennifer Mather. "Inclusive Education at the Post-secondary Level: Attitudes of Students and Professors." *Exceptionality Education Canada* 17 (2007).
- Hutcheon, Emily J., and Gregor Wolbring. "Voices of "disabled" post secondary students: Examining higher education "disability" policy using an ableism lens." *Journal of Diversity in Higher Education* 5.1 (2012): 39.
- Kimball, Ezekiel W., et al. "Students with disabilities in higher education: A review of the literature and an agenda for future research." *Higher education: Handbook of theory and research*. Springer International Publishing, 2016. 91-156.
- Lindgren, Kristin. "The (S) paces of Academic Work: Disability, Access, and Higher Education." (2016). In *Transforming the Academy* edited by Sarah Willie-LeBreton. New Brunswick, NJ: Rutgers.
- Megivern, Deborah, Sue Pellerito, and Carol Mowbray. "Barriers to higher education for individuals with psychiatric disabilities." *Psychiatric Rehabilitation Journal* 26.3 (2003): 217.
- Mikochik, Stephen L. "Law schools and disabled faculty: Toward a meaningful opportunity to teach." *Journal of Legal Education* 41.3/4 (1991): 351-354.
- Murray, Christopher, et al. "Associations between prior disability-focused training and disability-related attitudes and perceptions among university faculty." *Learning Disability Quarterly* 32.2 (2009): 87-100.
- Olney, Marjorie F., and Karin F. Brockelman. "Out of the disability closet: Strategic use of perception management by select university students with disabilities." *Disability & Society* 18.1 (2003): 35-50.
- Padron, Jennifer M. "Experience with post-secondary education for individuals with severe mental illness." *Psychiatric Rehabilitation Journal* 30.2 (2006): 147.
- Paul, Stanley. "Students with disabilities in post-secondary education: the perspectives of wheelchair users." *Occupational Therapy International* 6.2 (1999): 90-109.
- Shaw, Stan F., and Lyman L. Dukes. "Program standards for disability services in higher education." *Journal of Postsecondary Education and Disability* 14.2 (2001): 81-90.
- Strauss, Alan L., and Amos Sales. "Bridging the Gap between Disability Studies and Disability Services in Higher Education: A Model Center on Disability." *Journal of Postsecondary Education and Disability* 23.1 (2010): 79-84.
- Steinberg, Annie G., et al. "Reasonable accommodations for medical faculty with disabilities." *JAMA* 288.24 (2002): 3147-3154.
- Stodden, Robert A., et al. "An analysis of assistive technology supports and services offered in postsecondary educational institutions." *Journal of vocational rehabilitation* 24.2 (2006): 111-120.
- Thoma, Colleen A., and Elizabeth Evans Getzel. ""Self-determination is what it's all about": What Post-secondary Students with Disabilities Tell us are Important Considerations for Success." *Education and Training in Developmental Disabilities* (2005): 234-242.
- Titchkosky, Tanya. ""To Pee or not to Pee"? Ordinary Talk about Extraordinary Exclusions in a University Environment." *Canadian Journal of Sociology* 33.1 (2008).
- Vickerman, Philip, and Milly Blundell. "Hearing the voices of disabled students in higher education." *Disability & Society* 25.1 (2010): 21-32.
- Wilhelm, Suzanne. "Accommodating mental disabilities in higher education: A practical guide to ADA requirements." *JL & Educ.* 32 (2003): 217.
- Wilson, Kristi, Elizabeth Getzel, and Tracey Brown. "Enhancing the post-secondary campus climate for students with disabilities." *Journal of Vocational Rehabilitation* 14.1 (2000): 37-50.



## Research Report

Research reports will include a number of components. Be systematic about meeting these requirements.

**Although the executive summary is single-spaced, the rest of the report is double-spaced.**

- **Executive Summary:** A one-page (single-spaced) summary of the research question, the methods and sample, the major findings, and any recommendations based on the report. In the policy/administration world, the executive summary is often the most important piece of a report, since most will only read the executive summary closely (and you want to use it to induce them to read the rest of the report). Use the headings above for your executive summary, and condense it to fit one page.
- **Introduction, Question, & Background:** Identify what you researched, and why it is significant or important to the larger world. Include a clear statement of the major research question you address and an explanation of why it is of interest. Provide some background information about your topic, drawing on any relevant information. Lay out research questions or, for the survey project, hypotheses. (3-5 paragraphs)
- **Methods & Sample Characteristics:** Spend one paragraph explaining why this method is a good way of addressing the research question. Discuss your target population, the sampling procedure you used, and whether this sample is representative. Also describe the sample or case (for survey, present univariate statistics such as frequencies and means for all of your variables). (2-3 paragraphs)
- **Findings:** Describe your main findings. For the case study project, provide a detailed description, written documentation from websites, and analysis of your case. For interview project, use quotes and information drawn from your interviews to support your arguments. For the survey project, test the hypotheses you presented, using bivariate approaches such as cross-tabs and means tests. These findings should be presented in tables and figures, and described in the text so that even someone who is unfamiliar with data analysis can understand what you found. (up to 3 pages, not including tables and figures, which you should append separately)
- **Conclusions & Recommendations:** Summarize your major findings. Did the data confirm your expectations and what recommendations would you make based on this analysis? *What would you do differently, if starting again? What did you learn about this method by doing this project* (this part of the report would not be on most reports, but is crucial for this course, as it's how I assess you!)? (3 paragraphs)
- **References & Citations:** Use citations (noting the author and year of a piece in either a footnote/endnote or parentheses) and quotations (noting author, year, and page number of the quotation) appropriately, using a consistent, recognizable format. If you did not include full citations in endnotes/footnotes, you should append a reference section.
- **Writing Style.** The research report should be about 5-8 double-spaced pages of text (not including the tables and figures) with margins of no more than one inch. Your paper should be organized effectively, including subheadings and transitions between sections. Writing a good report requires revision – which will help you convey the information with brevity and clarity. Use the smallest number of words, and most concrete words possible, to make your points. Use the active voice whenever you can. First person is fine. There should be no grammatical or spelling errors.

Each research report should be uploaded as **Word or .pdf files** to the course website on the day it is due. I will rate your report in ten areas – executive summary, introduction, background, method, sample & characteristics, findings, data presentation, conclusions, and writing style, as noted on the rubric (1 points for exemplary, .75 for acceptable, .5 for needs improvement, and .25 for unacceptable). Total points possible are 10, although this will be doubled for the survey project, which is worth 20 points.

	1—Exemplary	.75—Acceptable	.5—Needs improvement	.25—Unacceptable in this form
Executive Summary	Concisely summarizes research question, methods, findings, and recommendations.	Summarizes research question, methods, findings, and recommendations.	Misses one of the major headings, or is longer than it should be.	Misses more than one of the major headings, or is much longer than it should be.
Introduction	Identifies what you researched, and why it matters. Includes a clear statement of the major research ?.	Identifies what you researched and research question, but does not explain why it matters.	Vaguely identifies research question, but does a good job of explaining why it matters.	Does not clearly identify research question or why it matters to the larger world.
Background	Provides enough background information to understand research ?s. Clearly lays out specific research ?s or hypotheses	Clearly lays out specific research questions/hypotheses, and some relevant background information.	Lays out specific research questions/hypotheses, and some relevant background information.	Does not adequately lay out specific research questions/hypotheses or relevant background information.
Method	Explains why this method is appropriate for research question.	Explains why this method is appropriate for research question.	Makes an effort at explaining how method was appropriate for research question.	Does not adequately explain how method was appropriate for research question.
Sample & Characteristics	Discusses target population, sampling procedure, and representativeness. Thorough description of sample.	Discusses sampling procedure, but not how representative this might be. Provides basic description of sample.	Weak discussion of sampling and population. Provides basic description of sample.	Weak discussion of sampling, population, and/or sample description.
Findings	Describes main findings very effectively, clearly relating them back the research questions.	Describes main findings well, with connections to research questions.	Describes main findings but with less detail.	Main findings are not presented clearly.
Data Presentation	Presents data to allow any audience to understand your interpretations. Excellent use of tables/ figures, quotes, or other data.	Presents data to allow most audiences to understand your interpretations. Good use of tables/ figures, or quotes, or other data.	Presents data to allow most audiences to understand your interpretations. OK use of tables/ figures, or quotes, or other data.	Presents data in ways that might lose most audiences. Either too little or too overwhelming presentation of data.
Conclusions	Summarizes major findings, and relates to background section. Makes implications clear, as well as what students learned about the method.	Summarizes major findings, but does not relates to background section. Makes implications clear, as well as what students learned about the method.	Summarizes major findings, but does not relates to background section. Does not fully make implications clear or what students learned about method.	Does not summarize major findings clearly, or relate them to background section. Does not make implications clear or what students learned about method.
Appropriate use of quotations/citations	Quotes or cites are used to illustrate or support your points; author’s words are used in correct context; direct quotes include the page number.	Reason for a cite or quote isn’t clear, or quotes are longer than necessary to back up your point.	One or more out-of-context quote.	Direct quote without a page number; missing references.
Writing Style	Adheres to writing guidelines completely or almost completely.	Makes one or two mistakes in a particular category, but also writes correctly elsewhere.	Same as for a “3,” but in more than one category, or else makes consistent errors in one category	Multiple patterns of errors.

### Peer Grading Form (also on website)

In this form, I ask you to assess the members of your group for the project. Please pass along the scores for every member of your group, including yourself.

	Exemplary	Acceptable	Needs improvement	Unacceptable in this form
Attention to Detail	Helped ensure all of the required elements of the projects were done. (2.5)	Helped ensure most of the required elements of the project. (2)	Helped ensure the required elements of the project. (1.5)	Left most of the detail to other members of group. (1)
Organization	Well-organized, and effectively help the group organize its process. (2.5)	Well-organized; tried to help the group organize its process. (2)	Made an effort to be organized. (1.5)	Not organized, and hampered the organization of the group. (1)
Effort on projects	Spent significant time on projects, and clearly worked hard on his/her element of the projects. (5)	Spent real time on the projects, and worked hard on his/her element of the projects. (4)	Spent time on the projects, and worked hard on his/her element of the projects. (3)	Spent less time than necessary to complete the project effectively. (2)

#### Scoring Sheet

	Name:	Name:	Name:	Name:	Name:
Attention to Detail					
Organization					
Effort on project					
TOTAL					

**Grading:** Peer grading is rated in three areas – attention to detail, organization, and effort on project, as noted on the rubric. Total points possible are 10.