

Quantitative Research Methods in Education  
BER 600  
Gadsden, Summer 2007

Department of Educational Studies in Psychology, Research Methodology, and Counseling  
Program: Educational Research  
Credit Hours: 3  
Instructor: Dr. Ann Godfrey  
Office: Gadsden Center, Gadsden, Alabama  
Office Hours (June): Tuesday, Wednesday 10:00-11:45  
Office Hours (July): Monday 3:00-4:30, Tuesday, Wednesday 10:00-11:45, 1:30-4:30  
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### **COURSE DESCRIPTION**

The course is designed to provide an overview of research methods and procedures in education. It includes critical review techniques designed to enable students to make informed decisions with regard to the literature of previously conducted research. Primarily for doctoral students.

### **CONCEPTUAL FRAMEWORK**

Experiences in academic programs are devoted to developing individuals' understanding of *knowledge construction, learning, pedagogy, and responsible professional practice in the contexts of education*. The University of Alabama's College of Education seeks to prepare professionals who value and demonstrate *reflective practice and ethical decision making through respecting diversity, honoring differences, and promoting social justice*.

### **KNOWLEDGE BASE**

BER 600 will address knowledge construction and learning through critically reviewing previously conducted research. Knowledge construction will also be addressed in the form of computer applications used in conducting research. The student will demonstrate responsible professional practice in the contexts of education, diversity, honoring differences, and promoting social justice by writing an IRB proposal on how they would conduct research in an ethical manner.

### **GENERAL OBJECTIVES OF THE COURSE**

Students will:

1. demonstrate knowledge and proper use of library facilities for reading and conducting research studies.
2. demonstrate an understanding of research terminology in education.
3. distinguish among research studies that are descriptive, causal-comparative, correlational, experimental, and demonstrate knowledge of the component parts of each methodology.
4. demonstrate knowledge of measurement concepts.
5. demonstrate knowledge of data collection techniques.
6. demonstrate knowledge of the methods and mechanics of a research project.

### **COURSE METHODS**

Class instruction will involve lecture and the use of an overhead and PowerPoint presentations. Students will have hands on work in the computer lab on SPSS<sup>®</sup>.

### **ATTENDANCE AND MAKE-UP POLICY**

Students are expected to attend all regularly scheduled classes. When you register for a class you are taking the responsibility of all class requirements. Missing one class is the same as missing 1 ½ weeks during a regular semester. Anyone who misses more than 1 class (whatever the reason, including job responsibilities) will receive a letter grade deduction (10 points) for the final grade. Each additional absence over 2 will be a 5 point grade deduction. **WARNING: Not all material discussed in class is in the**

**textbook.** Also, some of your assignments will involve using SPSS® for Windows on a pc, which will be demonstrated in class. I will not conduct makeup lectures nor makeup computer lab instruction. If you are late to class, leave early, or miss a class you are responsible for getting the notes from someone in the class. If you missed the computer lab instruction you will need to find someone in the class who is willing to work with you. I will not conduct make-up lectures nor make-up computer lab instruction. If you miss the computer lab instruction you must find someone in class to work with you. **ASSIGNMENTS ARE TO BE TURNED IN ON TIME!** Being absent from class is not an acceptable excuse. You have a schedule of all due dates. If you plan to be absent, turn in the assignment early, have someone in class turn it in, or e-mail it or fax it BEFORE CLASS. **IF YOU E-MAIL OR FAX AN ASSIGNMENT (MUST BE DONE BEFORE CLASS) I WILL ACKNOWLEDGE RECEIPT OF THE ASSIGNMENT. IF YOU DO NOT HEAR BACK FROM ME, THEN I DID NOT RECEIVE THE ASSIGNMENT. PLEASE RESEND IT IMMEDIATELY. MAKE SURE THAT YOU HAVE THE CORRECT E-MAIL ADDRESS OR FAX NUMBER. IF I HAVE NOT RECEIVED IT BEFORE CLASS IT IS CONSIDERED LATE AND WILL NOT BE ACCEPTED. PLEASE E-MAIL ME IF YOU ARE FAXING ANYTHING. THE E-MAIL SHOULD BE SENT PRIOR TO THE FAX SO I WILL BE LOOKING FOR IT.** Remember ASSIGNMENTS WILL NOT BE TAKEN LATE!!!! If an assignment is not turned in on time you will receive a '0' for the assignment. Since assignments are assigned at least two classes prior to the due date, you have ample time to complete the assignment by the due date. Please do not ask for special consideration. **WARNING!! POWER FAILURES, COMPUTER CRASHES, AND COMPUTER VIRUSES ARE NOT ACCEPTABLE EXCUSES FOR FAILING TO TURN IN AN ASSIGNMENT. THERE ARE SEVERAL COMPUTER LABS AVAILABLE FOR YOUR USE.** The test date is final. The test will not be given early. The test will NOT be rescheduled due to trips, vacations, etc. Please plan your schedule accordingly. If you must miss the test, you will take a makeup at the convenience of the instructor. This may mean receiving an "I" for the semester and taking the test during the fall semester. The test is from 5:00 to 9:30 PM on the scheduled date. If you are late, the test still ends at 9:30. There will be no extra time given. As this is a professional class, grading will reflect the level of professionalism evident in assignments, tests, and class participation. APA style will be followed using the *Publication Manual of the American Psychological Association* (5<sup>th</sup> ed.). I will count off for spelling and grammar even if it is not noted on the rubric.

Remember: Yes, the lectures are optional. Graduation is also optional. Anon

Also, poor planning on your part does not constitute an emergency on my part.

### **Cell Phones**

Please turn off cell phones and pagers during class. If you are expecting an important call, set the phone to vibrate and sit near the door so you can leave the classroom to answer your call. Please do not answer nor talk on the cell phone in the classroom while class is in progress. Of course to do so before and/or after class is ok.

### **University Policies**

Academic Misconduct: Academic misconduct by students includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student commit an act of academic dishonesty. The Academic Misconduct Disciplinary Policy will be followed in the event of academic misconduct. Please refer to <http://registrar.ua.edu/policies/> for the revised *Codes of Conduct*.

Plagiarism is the act of representing the words, data, works, ideas, computer program or output, or anything not generated by the student, as one's own. Plagiarism may be inadvertent or purposeful; however, plagiarism is not a question of intent. All suspected incidences of plagiarism must be reported by the course instructor to the Assistant Dean of the College of Education. Plagiarism is considered a serious act of academic misconduct and may result in a student receiving an F in the course and suspension from The University. For more information, see <http://facultysenate.ua.edu/handbook/append-c.html>

**WARNING!!!! I WILL USE TURN IT IN.**

**Turnitin:** The University of Alabama is committed to helping students uphold the ethical standards of academic integrity in all areas of study. Students agree that their enrollment in this course allows the instructor the right to use electronic devices to help prevent plagiarism. All course materials are subject to submission to Turnitin.com for the purpose of detecting textual similarities. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Turnitin.com will be used as a source document to help students avoid plagiarism in written documents.

**Statement of Equal Treatment and Disabilities:** The instructor and students in this course will act with integrity and strive to engage in equitable verbal and non-verbal behavior with respect to differences arising from age, gender, race, physical ability, and religious preferences.

**Reasonable Accommodations:** To request disability accommodations, please contact the Office of Disability Services at 205-348-7966. It is located at 133 B Martha Parham Drive. After initial arrangements are made with that office, please contact me for any course accommodations that may be necessary. It will be necessary to provide me with written notification from the Office of Disability Services. You are not protected under applicable disability laws until I am given the official letter **AND** we talk about the accommodations that are being requested (this talk will not occur minutes before class starts or during break). Please note that accommodations are not retroactive. Also, you are still expected to meet the requirements of the course. Students in need of reasonable accommodations relative to class attendance or arrival, course requirements, or related aspects of performance are to initiate such requests with the instructor prior to their anticipated need. Such requests will be accommodated within constraints of fairness and timeliness with regard for all other students enrolled for the course. If your accommodations involve extra time for test taking, you must speak with me at least one week prior to the date. The test will run from 5:00 to 9:30 PM. If you need extra time, you must come BEFORE 5:00. I will not stay past 9:30 PM.

#### **REQUIRED TEXT**

Szuchman, L. T., & Thomlison, B. (2008). *Writing with style: APA style for social work* (3<sup>rd</sup> ed.). Belmont, CA: Thomson Brooks/Cole.

#### **RECOMMENDED TEXTS**

Gall, M. D., Borg, W. R., & Gall, J. P. (2007). *Educational research: An introduction* (8<sup>th</sup> ed.) Boston: Allyn & Bacon.

Pyrzczak, F., & Bruce, R. R. (2004). *Writing empirical research reports: A basic guide for students of the social and behavioral sciences* (5<sup>th</sup> ed.). Los Angeles: Pyrczak.

Harris, R. A. (2005). *Using sources effectively: Strengthening your writing and avoiding plagiarism* (2<sup>nd</sup> ed.). Glendale, CA: Pyrczak.

#### **SUPPLEMENTARY TEXT (Not required)**

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington, DC: Author. (**NOTE: This book is for reference, it is not a required course book.**)

#### **COURSE REQUIREMENTS AND EVALUATION PROCEDURE**

The university grading scale (90-100 = A; 80-89 = B; etc.) will be used with the following weights:

	Points
Test	100
Article Critique	50
Completed IRB	50
IRB Certification	25
SPSS® Assignment	50
APA Assignment	50
Class Points	25*
Research Proposal	<u>150</u>
<u>        </u> Total	500

**WARNING!!! WHEN YOU TURN IN AN ASSIGNMENT MAKE SURE THAT YOU TURN IN EVERYTHING. FAILURE TO TURN IN ALL OF AN ASSIGNMENT WILL RESULT IN YOU MISSING THE POINTS DELEGATED FOR THAT PART. I WILL NOT ACCEPT MISSING PARTS AT A LATER DATE.**

### **Grades**

All grades are final. If you fail to answer questions on the tests or on the assignments or do not turn in part of an assignment you will not be given a chance to redo. The semester grade is FINAL. There will be no changes in grades except for cases of error in recording the grade and/or a mistake in grading on my part. Please do not ask to redo an assignment or ask for extra credit assignments in order to elevate a grade.

### **CLASS POINTS**

Class points are given at the discretion of the instructor. These points can be for participation, questions asked in class, reflective points, homework, etc. In order to receive these points you must be in class. These points can not be made up if you miss a class in which they are given.

\*If no class points are given during the semester, then the total possible points for the semester will be 475. I will inform you in class when I am taking class points.

### **EXAMINATIONS**

One test will be administered during the course. This test will have multiple-choice type questions. The test is open book and open notes. **THERE ARE TO BE NO EXCUSES FOR MISSING THE TEST.**

### **ARTICLE CRITIQUE**

The article critique will be a critical evaluation of a quantitative, inferential research article. If you are not sure if you have the appropriate article, ASK ME. If you do not use the appropriate type of article, you will receive a zero for the assignment and will not be given a chance to make it up. The student is to use the following materials as guidelines for the critiques: Grading Rubric for Article Critique attached to this syllabus, Guidelines for Research Articles attached to this syllabus, as well as the Questions for Evaluating Quantitative Research Reports in Gall, Borg, & Gall, Appendix C. I will also provide you with a sample article critique. The critiques should be word-processed and as error free as possible. **WARNING! I DO COUNT OFF FOR GRAMMAR AND SPELLING.**

### **APA ASSIGNMENT**

You will be given an article written in a format other than APA. You will be asked to correctly write the references in APA format. Please review the academic dishonesty and plagiarism guidelines. You are to do your OWN assignment. This is not a collaborative assignment where one person types up the assignment and makes several copies for the other students. I reserve the right to give a zero for the assignment if I suspect dishonesty.

### **IRB APPROVAL REQUEST**

All students will complete a hypothetical IRB approval request. You must turn in ALL 3 parts of the of the assignment. The informed letter of consent is part of the assignment.

### **SPSS® ASSIGNMENT**

There will be an assignment using the SPSS® (Statistical Package for the Social Sciences) computer program.

### **RESEARCH PROPOSAL**

The proposal is the plan or “blueprint” for the research required in the Master’s thesis or Doctoral Dissertation. Implementation of the plan **IS NOT** within the scope of this course. A proposal format is included in this syllabus. The proposal should reflect scholarly effort on the part of the student and will be critically evaluated. The literature review should contain at least 10 citations, all of which should be from research articles. **THE PROPOSAL MUST BE QUANTITATIVE FOR THIS COURSE!!** If you turn in a qualitative proposal you will have points deducted. A law proposal is considered qualitative. You may submit a mixed methods (quantitative and qualitative) proposal.

## GRADES

All grades are final. If you fail to answer questions on the tests or on the assignments or do not turn in part of an assignment you will not be given a chance to redo. The semester grade is FINAL. There will be no changes in grades except for cases of error in recording the grade and/or a mistake in grading on my part. Please do not ask to redo an assignment or ask for extra credit assignments in order to elevate a grade.

## WebCT

Handouts for the class can be found on WebCT. These handouts can be either Word documents, PDF files, and/or PowerPoint presentations. You are expected to download the appropriate handouts prior to each class. **PLEASE DO NOT COME TO CLASS WITHOUT THE APPROPRIATE MATERIAL.** I do not bring extra copies to class. You will also find a copy of the syllabus on WebCT. If your WebCT is not working properly, it is your responsibility to find out why and get the problem corrected. Failure to get on WebCT is not an excuse for failure to turn in an assignment on time. There will be no extensions. You can ask someone in class to make extra copies of the material for you if you are having problems with WebCT. DO NOT ask me to make copies.

## E-mail

I will use Bamamail for communication purposes. I suggest if you have your e-mail forwarded from Bamamail that you change it back to Bamamail as there are sometimes as much as a 2 week delay in receiving forwarded messages. This causes a problem when I send an e-mail before class giving important information for that day's class. Also, I occasionally send revised assignments or other important information through e-mail. Please check your e-mail, daily. It is also recommended to check e-mail just before class. Failure to check e-mail is not a valid excuse for missed messages. It is your responsibility to make sure that the accounts are working properly. **I will not resend e-mails.** Please do not use WebCT to e-mail me. When e-mailing me please identify which class you are in. The way to do this is in the subject line put "BER 600." Also, please put your name (first and last) at the end of the message. Please do not e-mail me for grades. I return the graded assignments and test the next class meeting. Please wait until then for your grade. If you miss class, ask at the next class meeting in attendance. Also, if you miss class, please do not send me e-mails asking for the information that was discussed in the missed class. That information should be in the notes that you get from another student. I reiterate, ATTENDANCE IS IMPORTANT.

## ALL GRADED ASSIGNMENTS

Since assignments are to be graded, students are expected to work on the assignments INDEPENDENTLY. Questions concerning the assignment should be directed to the instructor. I reserve the right to give a zero for the assignment or refer the student to the Assistant Dean of the College of Education if I suspect dishonesty. **I DO NOT PREGRADE ASSIGNMENTS.** If you send me an assignment by e-mail or give me an assignment to look over before it is due, I will grade the assignment accordingly. It is not fair to the other students in the class to ask me to pregrade. Please ask questions concerning your assignments in class so that other students can benefit as well.

## SEMESTER GRADE

The semester grade is final. There will be no changes except for cases of error in recording the grade and/or a mistake in grading on my part. If you fail to answer questions on the tests or on the assignments or do not turn in part of an assignment you will not be given a chance to redo. Please do not ask to redo an assignment or ask for extra credit assignments in order to elevate a grade. This is not fair to the other students in the class. Also, do not decide to turn in an assignment that you previously did not turn in after the due date. FINAL GRADE MEANS FINAL GRADE.

NOTE: In the schedule below, WERR represents *Writing Empirical Research Reports*. SGTD refers to *A Student Guide to Preparing Theses and Dissertations* (download from the Grad School website).

### SCHEDULE

Date	Topics and Assignments	Chapter
June 6	Introduction, Course Requirements	
	Developing a Research Proposal	2, WERR 1
	Selecting a Research Topic	Appendices A & B
	Ethical & Legal Aspects of Conducting Research	3
	How to Find Literature	
	Filling out an IRB	

June 13	The Introduction Hypothesis Writing Types of Data Selecting a Sample Reviewing the Literature APA for references quoting, plagiarism	WERR 2, 3, 4, 5, 6, 7, 14  Article Handout 6 4 APA manual, SGTD
June 20	Types of Data Analyses and Write-ups Interpreting Computer Printouts Understanding Statistics Computer Lab	5, handout <b>IRB DUE</b> WERR 9, 10 Article 1
June 27	Writing a Dissertation Editing Article Critique APA formatting	WERR 11 APA manual, SGTD Articles 2, 3, 4, and 5 Appendix C <b>APA ASSIGNMENT DUE</b>
July 11	Continuation of APA formatting if needed Collecting Data with Tests and Self-Report Measures Collecting Data with Questionnaires and Interviews Collecting Data through Observation	7  8 9 <b>SPSS® Assignment Due</b>
July 18	Descriptive and Causal-Comparative Research Designs Correlational Research Design Experimental Designs, Action Research	10 11 12, 13, 18 <b>Critique Due</b>
July 25	Program Evaluation, Needs Assessment, Historical Research A Brief Review of Qualitative Research, Content Analysis Validity and Reliability of Qualitative Research Writing Abstracts	17 14, 15, 16 WERR 12, 13, 14 Articles 6 and 7
Aug 1	<b>Proposal Due, Copy of IRB Certification Due Must be turned in no later than 5:00 PM* I WILL NOT ACCEPT AFTER AUGUST 1</b>	

\* 10% grade penalty for being late

Articles (found on WebCT)

1. Bad Use of Statistics and Polling [www.old.hsu.edu/faculty/worthf/badstat2.html](http://www.old.hsu.edu/faculty/worthf/badstat2.html)
2. Nobes, G., Smith, M., Upton., & Heverin, A. (1999). Physical punishment by mothers and fathers in British homes. *Journal of Interpersonal Violence*, 14(8), 887-902.
3. Writing and Presenting Your Thesis or Dissertation  
[wysiwyg://12/http://www.learnerassociates.net/dissthes/](http://www.learnerassociates.net/dissthes/)
4. Writing the Empirical Journal Article  
[http://comp9.psych.cornell.edu/dbem/writing\\_article.html](http://comp9.psych.cornell.edu/dbem/writing_article.html)
5. How to write a dissertation  
[www.cs.purdue.edu/homes/dec/essay.dissertation.html](http://www.cs.purdue.edu/homes/dec/essay.dissertation.html)

6. Johnson, R. B. (1997). Examining the validity structure of qualitative research. *Education, 118*, 282-292.
7. Morse, J. M., Barrett, M., Mayan, M., Olson, K., & Spiers, J. (2002). Verification strategies for establishing reliability and validity in qualitative research. *International Journal of Qualitative Methods, 1*(2). Retrieved October 28, 2002, from <http://www.ualberta.ca/~ijqm/>

### Characteristics of Research Articles

1. Title
  - a. Title is well related to content of article
2. Problem
  - a. Problem is clearly stated
  - b. Hypotheses are clearly stated
  - c. Problem is significant
  - d. Assumptions are clearly stated
  - e. Limitations of the study are stated
  - f. Important terms are defined
3. Review of Literature
  - a. Coverage of the literature is adequate
  - b. Review of the literature is well organized
  - c. Studies are examined critically
  - d. Source of important findings is noted
  - e. Relationship of the problem to previous research is made clear
4. Procedures
  - a. Research design is described fully
  - b. Research design is appropriate to solution of the problem
  - c. Research design is free of specific weaknesses
  - d. Population and sample are described
  - e. Method of sampling is appropriate
  - f. Data gathering methods or procedures are described
  - g. Data gathering methods or procedures are appropriate to solution of the problem
  - h. Data gathering methods or procedures are used correctly
  - i. Validity and reliability of data gathering procedures are established
5. Data Analysis
  - a. Appropriate methods are selected to analyze data
  - b. Methods utilized in analyzing the data are applied correctly
  - c. Results of the analysis are presented clearly
  - d. Tables and figures are effectively used
6. Summary and Conclusions
  - a. Conclusions are clearly stated
  - b. Conclusions are substantiated by the evidence presented
  - c. Conclusions are relevant to the problem
  - d. Conclusions are significant
  - e. Generalizations are confined to the population from which the sample was drawn
7. Form and Style
  - a. Report is clearly written
  - b. Report is logically organized
  - c. Tone of the report displays an unbiased, impartial, scientific attitude

Lyne, L. S. (2006). *A cross section of educational research: Journal articles for discussion and evaluation* (3<sup>rd</sup> ed. p. 262). Glendale, CA: Pyrczak.

### Literature Critique Format

Name: \_\_\_\_\_

A	General:	1.	Title	_____/3
		2.	Author Information	_____/3
		3.	Source	_____/3
B	Statement and Significance of the Problem			_____/4
C	Theoretical Background for Study and/or Literature Review (Is adequate information provided?)			_____/3
D	Hypothesis(es) or Research Question(s)			_____/3
E	Procedures:	1.	Subjects and How Selected	_____/3
		2.	Materials	_____/3
		3.	Data Collection	_____/3
		4.	Data Analysis	_____/3
F	Results			_____/4
G	Conclusions & Implications			_____/3
H	Overall Evaluation:	1.	Possibility of Replication	_____/3
		2.	How it applies to you	_____/3
		3.	Was article worthy of publication?	_____/3
I.	Style, Format, Precision			_____/3
Total				_____/50

Scale:

0	1	2	3
inadequate			adequate

Address each of the above topics in narrative form. Please identify each section (2 points deduction for failure to do so). Review must be typed. A readable copy of the article must be included with the review. Failure to turn in a copy of the article will result in a 10% late penalty. If you e-mail the critique to me, you will need to find some way of getting a copy of the article to me. I will not print off a copy of the article. You must critique a quantitative research article. Make sure that the research used is inferential statistics. If you do not, you will receive a zero and will not be given a chance to redo the assignment. If you are not sure, ask me. The article must be a complete article (do not use ERIC Digest). Some journals publish briefs instead of the full article. This type of article is unacceptable. Do not review articles from *The NASSP Bulletin*. If you quote directly from the article, make sure that you use quotation marks. **DO NOT USE ARTICLES FROM THE LYNE BOOK.**

**BE CAREFUL ABOUT SPELLING AND GRAMMAR. EXCESSIVE MISSPELLED WORDS IS A REASON FOR POINT REDUCTION.**

Name: \_\_\_\_\_

## SPSS Assignment

Enter the data given to you in class. Write the results at the bottom of the printout. Code the data where appropriate. Please arrange in the order on the rubric, otherwise I will deduct 2 points.

T-Test

Hypothesis: There is a difference in the number of words remembered by Alzheimer patients between the two methods used.

Printout(results) \_\_\_\_\_/4

Results stated in the context of the hypothesis (written on the bottom of the printout) \_\_\_\_\_/6

Correlation

Hypothesis: There is a correlation between motivation score and GPA.

Printout (results) \_\_\_\_\_/3

Results stated in the context of the hypothesis (written on the bottom of the printout) \_\_\_\_\_/6

Paired Samples T-Test

Hypothesis: A new grammar program helps in reducing the number of grammatical errors in composition.

Printout(results) \_\_\_\_\_/3

Results stated in the context of the hypothesis (written on the bottom of the printout) \_\_\_\_\_/6

Chi-Square

Hypothesis: Alcohol consumption is dependent on gender.

Printout (results) \_\_\_\_\_/5

Results stated in the context of the hypothesis (written on the bottom of the printout) \_\_\_\_\_/6

ANOVA

Hypothesis: There is a difference in the lengths of the three types of brides.

Printout (results) \_\_\_\_\_/4

Results stated in the context of the hypothesis (written on the bottom of the printout). Make sure that you state the results of the ANOVA and the post hoc test (Tukey). \_\_\_\_\_/7

Total \_\_\_\_\_/50

Name: \_\_\_\_\_

Title Page*	_____/3
Table of Contents*	_____/3
 CHAPTER I - INTRODUCTION TO THE PROBLEM	
Introduction	_____/6
Statement of the Problem	_____/6
Significance of the Problem	_____/6
Purpose	_____/3
Hypothesis(es) or Research Questions****	_____/5
Definitions of Terms	_____/5
Limitations	_____/3
Assumptions	_____/3
 CHAPTER II - REVIEW OF RELATED MATERIAL	
Introduction	_____/5
Review of the Literature**	_____/22
subheadings	_____/3
Summary (an essential feature of literature review)	_____/5
 CHAPTER III - METHODS	
Introduction	_____/5
Subjects	_____/5
Materials	_____/5
Data Collection	_____/5
Hypotheses	_____/2
Data Analysis(es)	_____/5
 REFERENCES	
References (at least 10 cited)	_____/5
References (format)***	_____/10
 GENERAL	
APA Format	_____/10
Grammar	_____/10
Graduate School Formatting	_____/10
Miscellaneous Deductions	_____
	_____
	_____
	_____
	_____
	_____
	_____
Total	_____/150

\*must follow graduate school format

\*\*each citation not found in the reference list will be a point deduction

\*\*\*each reference not cited will be a point deduction

\*\*\*\*must be quantitative (can include qualitative) and be doable

Remember that this paper must be of professional quality. Use of fancy fonts or color will result in loss of points. Make sure that you have your color printing turned off, otherwise if you give a website address, your computer automatically will print it in blue. Pay special attention to the formatting guidelines on pages 12-13 of "A Student Guide to Preparing Theses and Dissertations" that is provided by The University of Alabama Graduate School.

For information concerning electronic citations and references go to:

[www.apastyle.org/eleccsource.html](http://www.apastyle.org/eleccsource.html)

[www.apastyle.org/electext.html](http://www.apastyle.org/electext.html)