

# EVST 399: Research Design & Methods

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## Grading Rubric: “Research Proposal”

### From the Syllabus:

- We will spend the last few weeks of the course working on individual research designs. Each of you will:
  - a. Choose a topic of interest;
  - b. Identify a researchable question;
  - c. Identify the research object that this question seeks;
  - d. Choose an appropriate research method;
  - e. Choose an appropriate method of analysis;
  - f. Pick a site or sample from which to gather data.
- This project will culminate in a written research proposal, an oral version of which you will present to the class.

These assignments are graded on an “A-B-C-D-F” basis. I translate these grades into points, using the scheme noted on the syllabus. Thus even an “F” can earn some points, though not many. Not turning in the assignment or turning in something that bears no relationship to the assignment earns 0. Grades are scored as follows:

- “A”:** Demonstrates a thorough and accurate understanding of the research design process. Shows the clear relationship between the research question, the object that this research question seeks, the chosen research method, and the chosen system of data analysis. Applies these concepts consistently and accurately. Demonstrates an understanding of the strengths and weaknesses of the chosen design, and outlines appropriate ways to ameliorate the latter. Demonstrates the feasibility and social/intellectual usefulness of the research project. Is well-written and engaging. Shows conspicuous intellectual sparkle.
- “B”:** Demonstrates a good understanding of the research design process. Shows the clear relationship between the research question, the object that this research question seeks, the chosen research method, and the chosen system of data analysis. Applies these concepts consistently and accurately. Demonstrates an understanding of the most important strengths and weaknesses of the chosen design, and outlines some ways to ameliorate the latter. Is reasonably well-written and engaging.
- “C”:** Demonstrates a general understanding of the research design process, without necessarily getting all of the specifics right. Demonstrates an acquaintance with the core research design concepts, without being able to articulate them very clearly. Shows some rough relationships between the research question, the object that this research question seeks, the chosen research method, and the chosen system of data analysis, without being able to apply these concepts consistently and accurately. Demonstrates an understanding of a few strengths and weaknesses of the chosen design, not necessarily

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the most important ones. Does not significantly outline ways to ameliorate the design's weaknesses. Is ploddingly well-written and seldom engaging.

**“D”:** Demonstrates little understanding of the research design process. Shows some aspects of the relationship between the research question, the chosen research method, and the chosen system of data analysis, without being able to specify those relationships cleanly. Fails to apply these concepts appropriately. Fails to identify the most important strengths and weaknesses of the chosen design; fails to outline ways to ameliorate the latter. Is poorly written and never engaging.

**“F”:** Demonstrates no or almost no understanding of the research design process. Fails to present a clear research question, a clear research method, and/or a clear system of data analysis, much less specify the relationships between these. Fails to communicate any of the major strengths and weaknesses of the chosen design. Is not written at a college level.

B+, B-, C+, C-, etc indicate papers (and presentations) that stand somewhere between these major scores.