EVST 399: Research Methods and Design

Grading Rubric: "Research Examples"

<u>The Assignment</u>:

- Each time this assignment is required, you will locate and summarize an empirical research article from one of the professional journals available through the Armacost Library. This journal can be in any field related to your research topic.
    - The journal must be scholarly.
    - The article must be empirical: it must involve actual research that produces data.
    - Ideally, the article's topic should match the material we are studying for that week.
- Record the following: (use the Research Example Template at the end of this syllabus)
    1. title, author, and bibliographic information
    2. the article's abstract
    3. the article's research question
    4. the type of data needed to answer this question
    5. the data-gathering method that the article's authors used.
    6. the method of data analysis
    7. your evaluation of this research
    8. any aspects of the research that you think will interest your classmates and readers.
- Shape this information into a 250-300 word **blog post**. Post this on the course website blog by 6pm the day before the assignment is due (typically Sunday).

<u>Grading Standards</u>:

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": A thorough, thoughtful, well-written summary and evaluation that covers the above points well. A successful write-up at this level will show the reader the article's research design, will clearly and accurately identify the core elements of that design, will provide an insightful evaluation of the research, and will identify one or more interesting and unusual elements that make this research worth reporting. Is well-written and engaging. Shows conspicuous intellectual sparkle.

"B": A well-written summary and evaluation that covers the above points well. A successful write-up at this level will show the reader the article's research design, will accurately

identify the core elements of that design and will provide an insightful evaluation of the research. Is reasonably well-written and engaging.

"C": A not-so-well-crafted summary that covers most of the above points. A successful write-up at this level will show the reader the bones of the article's research design, will identify many of the core elements of that design (more or less accurately), and will provide a brief, though perhaps not insightful evaluation of the research. Is ploddingly written and seldom engaging.

"D": An incoherently crafted summary that covers most of the above points. A write-up at this level will most likely miss the point of the article, will fail to grasp major elements of the research design, or will be so poorly written that the reader will not be able to tell what is going on. This write-up typically leaves out key points of the assignment, though not so many as to be worthless. Is poorly written and never engaging.

"F": An incoherently crafted summary that covers a few of the above points. A write-up at this level will most likely miss the point of the article, will fail to grasp major elements of the research design, or will be so poorly written that the reader will not be able to tell what is going on. Nearly worthless Fails to communicate at a college level.

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