I. COURSE PURPOSE

The purpose of this course is to introduce student to the language of science and social work research. Emphasis is placed on the relationship between theory and research, conceptualization and problem formulation, operationalization and measurement, sampling strategies, and types of research design.

II. EDUCATIONAL OBJECTIVES

1. To develop a working command of the language of science.
2. To know and understand the central concepts of science, knowledge and theory building, and the scientific process.
3. To know and understand the foundations of measurement and the concepts of reliability and validity.
4. To know and understand the logic of research design and the several types of research approaches.
5. To develop coherent research questions developed from the context of a thorough review of a body of research literature.
6. To be able to write bivariate hypotheses and multivariate hypotheses developed out of research questions.
7. Be capable of critically evaluating existing standardized research instrument.
8. To develop a working knowledge of instrument development.
9. Be able to critically evaluate a published research article utilizing threats to internal and external validity as criteria.

Revised 6/2016
III. COURSE REQUIREMENTS

A. Required Text


Additional articles will be assigned across the semester. They will be placed on Blackboard at least two weeks before they will be a part of the class discussion.

B. Recommended Texts

These are useful books to support you in conducting literature reviews and understanding research concepts. **Before you purchase one talk with me.**


OR


C. Other Recommended Resources and Media

Collaborative Institutional Training Initiative (CITI) Program [www.citiprogram.org](http://www.citiprogram.org)

Office for Human Research Protections (OHRP) [http://www.hhs.gov/ohrp/](http://www.hhs.gov/ohrp/)

The Qualitative Report – An online journal dedicated to qualitative research since 1990 [http://www.nova.edu/ssss/QR/qualsres.html](http://www.nova.edu/ssss/QR/qualsres.html)

More to be offered across the semester.

D. Course Assignments

1. **Hypothesis Writing Assignment (See Appendix A)**
   a. Upload to Blackboard the completed assignment by the start of Class 3.

2. **Measurement Assignment (See Appendix B)**
   a. Students are to select a standardized measure which has been used in social work research;
   b. Find two articles that report using the measure empirical research;

Revised 6/2016
c. Critique the measure in terms of reliability and validity;
d. Review the two articles on how the measure was used: and
e. Write a short 3-4 page paper on the critique and review in APA Style
f. Upload the completed assignment to Blackboard by the start of Class 9.

3. Literature or Systematic Review Assignment (See Appendix C)
a. Students are to select an issue of relevance to social work and conduct a
   thorough review of the empirical and theoretical literature that will serve
   as the foundation for your final paper in SSS 953.
b. **Upload a draft outline to Blackboard by Class 6.**
c. The paper will be a maximum of 15 pages of your topic in Class 12.

4. Presentation on Review Paper (See Appendix D)
a. Students will present on their Review paper in class.
b. Presentations will be in classes 13 and 14

5. Class Participation (See Appendix E)

E. Grading Policy and Weights of Assignments
Grades will be based on the CUA Grading Policy as described in the Graduate Announcements. Full credit will not be given for assignments that are submitted late. **No credit will be given for assignments submitted after they have been reviewed in class.** The following provides weights for the various course assignments:

- **Hypothesis Writing** 20%
- **Measurement Assignment** 20%
- **Problem Formulation** 40%
- **Problem Formulation Presentation** 10%
- **Attendance and Participation** 10%

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Letter Grade</th>
<th>Numeric Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95 – 100</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>90 – 94</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>83 – 86</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>70 – 79</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0 – 69</td>
<td></td>
</tr>
</tbody>
</table>

F. Preparation, Attendance & Participation
Students are required to attend classes and are expected to participate meaningfully in class discussion/exercises. The class participation grade will be determined by the instructor’s perception of the student’s preparation for and contributions to class discussion/activities. Different students will make different kinds of contributions. Some will have an easy time with spontaneous interactions while others will be more comfortable making planned statements about key ideas from

Revised 6/2016
the readings or other sources. Both types of contributions are valued. See the grading criteria used at the end of the syllabus (See Appendix E)

G. Course and Instructor Evaluation
The NCSSS doctoral program requires evaluation of this course and the instructor. At the end of the semester, an evaluation form will be p. Results will not be given to the instructor until grades are submitted. Additional, informal written or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to requests.

IV. CLASS EXPECTATIONS

Please refer to NCSSS Announcements, or appropriate Program Handbook for Academic Requirements (http://ncsss.cua.edu/courses/index.cfm), including scholastic and behavioral requirements.

NCSSS is committed to creating an open and inclusive learning environment where all members - including students, faculty, administrators, and staff – strive to listen and learn from one another. We recognize that in a multicultural society, it is inevitable that issues or tensions relative to diversity and different life experiences will arise. It is how we handle these events that matters. Therefore, when such issues occur – inside or outside of the classroom - we agree to engage in respectful and productive discussion with one another until learning is enhanced and understanding is deepened by all involved.

A. Scholastic Expectations
All written work should reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA format, and should be carefully proof read by the student before submission to the instructor for grading.

B. Late Papers

It is expected that students will turn in papers by the due date specified in the syllabus. For each day that the paper is late, a 5 pt. grade reduction will be given. If the paper is due at 9:00 am, a paper turned in at 5:00 pm that same day is still considered late. If you should need an extension, the student must discuss this with the instructor at least 48 hours ahead of the due date (excluding weekends and/or holidays).

C. Behavioral Requirements:
Students are expected to maintain accepted standards of professional conduct and personal integrity in the classroom. Students should:

- Attend all classes and contribute constructively to the classroom culture
- Recognize and avoid behavior that jeopardizes the learning/teaching environment of other students or the instructor
- Demonstrate competence in planning academic activities and in following through on those plans

Revised 6/2016
• Reasonably respond to and respect others’ reactions to one’s comments or actions in the classroom
• Use an appropriate level of class time and instructor’s time and attention in and out of class
• Behave in a manner that is consistent with the ethical principles of the social work profession.

C. **Academic Honesty**
   Joining the community of scholars at CUA entails accepting the standards, living by those standards, and upholding them. Please refer to University Policy [http://graduatestudies.cua.edu/currentstudents/academintgrt.cfm](http://graduatestudies.cua.edu/currentstudents/academintgrt.cfm) and appropriate Program Handbooks.

D. **Confidentiality**
   Each student is expected to adhere to the Confidentiality Agreement that is signed at the beginning of every semester. This agreement covers “practice materials” in classes, supervisory sessions, case conferences, seminars, and other educational settings within the NCSSS BSW or MSW programs are for **professional learning purposes only** and are subject to strict professional standards of confidentiality. These same standards of confidentiality also extend to various forms of written communication and peer consultation.

   Adherence to these standards means all students refrain from communicating beyond the classroom setting about practice material that is presented in class. I will also refrain from using social media outlets (blogs, twitter, Facebook, etc.) or email to discuss practice settings, program responsibilities and projects with individuals who are not in teaching or supervision roles directly related to the situation.

E. **Accommodations**
   Students with physical, learning, psychological or other disabilities wishing to request accommodations must identify with the Disability Support Services (DSS) and submit documentation of a disability. If you have documented such a disability to DSS that requires accommodations or an academic adjustment, you must present that documentation to your instructors and arrange a meeting with as soon as possible to discuss these accommodations.

F. **Use of Electronic Devices**
   Please turn off all cell phones or other devices that would disrupt the learning environment of the classroom.
Other Information/Supports:

A. The Center for Academic Success provides academic support services for all students through a broad base of programs and services, including Tutoring Services, Workshops, Academic Coaching, Individual Skills Meetings, Peer Mentoring, and more. Phone: (202) 319-5655 Email: cua-academicsuccess@cua.edu Web: success.cua.edu

B. The Writing Center provides free, one-on-one consultations with trained graduate instructors for writing projects across all disciplines at any stage of the process, from brainstorming to revising. Appointments in the main location, 202 Pryz, can be scheduled in advance online (http://english.cua.edu/wc/). Drop-in appointments are also welcome based on availability in the Pryz and at the satellite location in the Mullen Library Lobby (see website for days and hours). Phone: (202) 319-4286 Email: cua-writingcenter@cua.edu Web: english.cua.edu/wc/

C. Technical Support
Students must attempt to solve technical problems, and contact their instructor when technical problems do arise. Technology Services has the means to track all incoming support requests. This can be essential regarding potential disputes for assignment submission. Students are responsible for meeting course deadlines. If you experience technical problems, please exercise one or all of the following options:
- Technology Services Website: http://computing.cua.edu/support/requesthelp.cfm
- Call the Information Center at (202) 319-4357 (help)
- Email the Service Desk at techsupport@cua.edu
- Service Desk Walk-ins Computer lab 117B Leahy Hall M-F 9:00 am-5:00 pm
- Enter a support ticket online at http://techsupport.cua.edu/

D. University grades: The University grading system is available at http://policies.cua.edu/academicgrad//gradesfull.cfm#iii for graduate students. Reports of grades in courses are available at the end of each term on http://cardinalstation.cua.edu

E. Blackboard Tracking
Blackboard Learn automatically records all students’ activities including: your first and last access to the course, the pages you have accessed, the number of discussion messages you have read and sent, chat room discussion text, and posted discussion topics. This data can be accessed by the instructor to evaluate class participation and to identify students having difficulty, or to verify academic honesty.

Revised 6/2016
# 950 – Class Schedule with Corresponding Dates and Assignments

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Session</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/30</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>9/6</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>9/13</td>
<td>3</td>
<td>Hypothesis Writing Assignment DUE</td>
</tr>
<tr>
<td>9/20</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>9/27</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>10/4</td>
<td>6</td>
<td>Outline for Review Assignment DUE</td>
</tr>
<tr>
<td>10/11</td>
<td>NO CLASS – ADMINISTRATIVE THURSDAY</td>
<td></td>
</tr>
<tr>
<td>10/18</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>10/25</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>11/1</td>
<td>9</td>
<td>Measurement Assignment DUE</td>
</tr>
<tr>
<td>11/8</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>11/15</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>11/22</td>
<td>12</td>
<td>Review Assignment DUE</td>
</tr>
<tr>
<td>11/29</td>
<td>13</td>
<td>Paper Presentations</td>
</tr>
<tr>
<td>12/6</td>
<td>14</td>
<td>Paper Presentations</td>
</tr>
</tbody>
</table>

Revised 6/2016
CLASS SCHEDULE

NOTE: Readings are written NOT in alphabetical order but rather the order that they should be read!!!!

Class 1  Introduction
• Understand and define social work research
• Identify ethics in research
• Articulate a problem formulation

Readings
1. Trochim et al. – Chapter 2 - Ethics

Class 2  Problem Formulation
• Identify the steps of a research project from start to finish
• Demonstrate how to write research questions and hypotheses

Readings
1. Trochim et al. – Chapter 1 – Foundations of Research Methods

Class 3  Literature Reviews
• Articulate how to conduct a literature review
• Identify the important elements of a good literature review

Readings – While it may seem like a lot this week, they are SHORT


7. Taylor & Proctor – The literature review: A few tips on conducting it. (2 page sheet)

Class 4

**Systematic Reviews**
- Identify the steps of systematic reviews
- Clarify how a systematic review differs from a literature review

**Readings**


Class 5

**Variables and Measurement**
- Define variables: types and conceptual definition
- Demonstrate ability to operationalize variables
- Identify levels of measurement

**Readings**

Revised 6/2016
2. Review the webpage and do exercises 2 and 3 at the bottom of the page and bring to class:
http://catalog.flatworldknowledge.com/bookhub/18?e=price_1.0-ch05_s01

Class 6  
Reliability and Validity  
• Describe differences between reliability and validity  
• Define different types of reliability and validity  
• Articulate appropriate application of reliability and validity

Readings  
1. Trochim et al. – Chapter 5 – Measurement  
2. Trochim et al. – Chapter 6 – Scales, Tests, and Indexes

Class 7  
Sampling  
• Describe different sampling methods  
• Differentiate between randomization versus random assignment  
• Identify threats to internal and external validity

Readings  
1. Trochim et al. – Chapter 4 – Sampling

Class 8  
Overview of Research Design  
• Articulate elements of causality  
• Differentiate between pre-experimental, quasi-experimental, and experimental designs for research

Readings  
1. Trochim et al. – Chapter 8 – Introduction to Design  
2. Trochim et al. – Chapter 9 – Experimental Design  
3. Trochim et al. – Chapter 10 – Quasi-experimental Design

Class 9  
Guest Speaker on Quantitative Research Methods

Readings  
1. Trochim et al. – Chapter 7 – Survey Research

Class 10  
Single-System Design (SSD)  
• Describe how to conduct a SSD study  
• Identify different SSDs  
• Understand analytic strategies for SSD

Revised 6/2016
Readings


Class 11 Qualitative Research
- Describe the history of qualitative research
- Identify the different approaches to qualitative research

Readings
1. Trochim et al. – Chapter 3 – Qualitative Approaches to Research


Class 12 Guest Speaker on Qualitative Research Methods

Readings

Class 13 Class Presentations on Papers

Class 14 Class Presentations on Papers and Course Wrap-Up
APPENDIX A: WRITING RESEARCH QUESTIONS AND HYPOTHESES ASSIGNMENT

Assignment Objective: To have students demonstrate their capacity to formulate and write appropriate research questions and hypotheses.

Assignment Description: For each of the three issues below, students need to write a research question, a null hypothesis, a one-tail hypothesis, and a two-tailed hypothesis. In addition, students will need to identify which type of hypothesis is more appropriate for the study and why. Students will be graded on the criteria listed in the table below FOR EACH OF THE ISSUES WITH THE TOTAL SCORE FOR THE ASSIGNMENT EQUAL TO 100 POINTS.

 ISSUE 1:

A school counselor designed an intensive study skills program (ISSP) for seniors in a high school who were at risk for failure to graduate. The ISSP included small group counseling, small group instruction on study skills, and personal tutoring. The students in the high school come from a range of ethnic and socio-economic backgrounds. The goal of ISSP is to increase graduation rates.

 ISSUE 2:

A director of a residential living on a large university campus is concern about the high turnover rate in resident assistants (RAs). In recent years, many RAs have left their positions before completing even one year in their assignments. The director wants to identify factors that predict commitment as a RA (defined as continuing in the position a minimum of two years). The director decided to assess knowledge of the position, attitude toward residential policies, and the ability to handle conflicts as predictors for commitment to the position. To be eligible to be a RA, the person must be at least a junior and be in good academic standing in the university (GPA of 3.2 or higher).

 ISSUE 3:

The director of a non-profit based organization (CBO) that provides services to Latino and Latina families in Washington DC wants to develop empirical evidence that the model of services offered to all clients is effective. The organization identifies their model of care as a Comprehensive Social Support Network Model of Intervention. The social network includes emotional, instrumental, and informational types of support. The emotional support is identified as psychosocial support, instrumental support is identified as navigation, and informational support is identified as education. In collaboration with a university, the CBO wants to develop a research project to evaluate how the comprehensive social support model utilized by CBO influenced levels of psychological distress, quality of life, and self-efficacy among Latino and Latina families.

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**Assignment Grading Criteria:** Students will upload to Blackboard one document that lists the research question, the bivariate hypothesis, and the multivariate hypothesis for each of the above criteria. No other narrative is required. Each example will be graded separately using the following criteria, with the total score for the assignment totaling 100 points.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>The research question is written clearly.</td>
<td>5</td>
</tr>
<tr>
<td>The research question is appropriate given the social work issue provided.</td>
<td>5</td>
</tr>
<tr>
<td>The null hypothesis is written correctly and appropriate.</td>
<td>5</td>
</tr>
<tr>
<td>The one-tailed hypothesis is written correctly and is appropriate.</td>
<td>5</td>
</tr>
<tr>
<td>The two-tailed hypothesis is written correctly and is appropriate.</td>
<td>5</td>
</tr>
<tr>
<td>There is a clear argument for which type of hypothesis is more appropriate for the study – a one- or two-tailed hypothesis</td>
<td>5</td>
</tr>
</tbody>
</table>

**TOTAL FOR EACH EXAMPLE:** 30

**FOR THE OVERALL ASSIGNMENT:** The writing is clear, with no typos or grammatical errors. 10
APPENDIX B: MEASUREMENT ASSIGNMENT

Assignment Objective: To have students demonstrate their ability to critically evaluate the reliability and validity of a standardized measure that is used in social work research and/or practice.

Assignment Description: In this assignment, students will select a standardized instrument that has been used in social work research and/or practice. The students may choose to examine any issue or construct in social work. Students should first find the original article where the author(s) discuss the reliability and validity of the instrument and critique how these psychometric properties were evaluated. Next, the students will find two additional articles where the measure was used in empirical research. Students are then asked to evaluate how the instrument was used, whether or not it was used appropriately, and whether the authors presented any additional information about the reliability and validity of the instrument in the authors’ research. This paper should be between 3-4 pages and written following using APA formatting style and uploaded to Blackboard.

Assignment Grading Criteria: Students should use the following table to ensure that they have included all of the necessary elements for this assignment.

<table>
<thead>
<tr>
<th>The student has:</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Included a statement as to what construct the measure is intended to measure</td>
<td>10</td>
</tr>
<tr>
<td>Provided a clear and brief description of how the measure’s reliability and validity were evaluated</td>
<td>15</td>
</tr>
<tr>
<td>Fairly critiqued the authors’ process of evaluating the measure’s psychometric properties</td>
<td>15</td>
</tr>
<tr>
<td>Used two studies to clearly describe how the measure was used in that research</td>
<td>10</td>
</tr>
<tr>
<td>Critiqued how the measure was used in the studies, including whether it was used appropriately (i.e. measured the intended construct, used with an appropriate population, others)</td>
<td>25</td>
</tr>
<tr>
<td>Identified ways in which the two additional studies contributed to the understanding of the measure’s reliability and/or validity</td>
<td>15</td>
</tr>
<tr>
<td>Submitted a paper that is well-written with no grammatical or typographical errors</td>
<td>5</td>
</tr>
<tr>
<td>Formatting the paper consistently with APA rules</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

Revised 6/2016
APPENDIX C: LITERATURE/SYSTEMATIC REVIEW ASSIGNMENT

Assignment Objective: For students to develop skills in identifying a social work research topic and writing a literature review or systematic review on the topic.

Assignment Description: Students will identify a social work topic of interest and conduct either a literature or systematic review for that topic. The topic can be any topic that is of interest to the student, but should be relevant to social work research, practice, and/or policy. Students need to decide whether they will write a literature review OR a systematic review for this topic. This paper will serve as the foundation for a research design paper that students will write in the following semester in SSS 953. The paper should be a TOTAL of 15 pages (including title page and references), written following using APA formatting style, and uploaded to Blackboard.

Assignment Grading Criteria: Students should adhere to the grid below as it outlines the essential elements of the paper and students will be evaluated on the following criteria:

<table>
<thead>
<tr>
<th>Criteria for Literature Review:</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title Page: Formatted in APA style</td>
<td>5</td>
</tr>
<tr>
<td>Introduction (2 pages):</td>
<td></td>
</tr>
<tr>
<td>• Research problem statement is clear, focused, and concise</td>
<td>10</td>
</tr>
<tr>
<td>• Provides a clear argument for the need for attention to the issue – addresses the “why should I care” question</td>
<td>15</td>
</tr>
<tr>
<td>Literature Review (approximately 7-9 pages):</td>
<td></td>
</tr>
<tr>
<td>• Introduces readers to the structure of the literature section</td>
<td>5</td>
</tr>
<tr>
<td>• Provides a thorough yet concise overview of the existing literature</td>
<td>25</td>
</tr>
<tr>
<td>• Identifies what aspects of the literature are missing/limited/need further exploration</td>
<td>15</td>
</tr>
<tr>
<td>• “Funnels” the reader to a place where it is clear what else needs to be explored</td>
<td>10</td>
</tr>
<tr>
<td>Submitted a paper that is well-written with no grammatical or typographical errors</td>
<td>5</td>
</tr>
<tr>
<td>Formatting the paper consistently with APA rules</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criteria for Systematic Review:</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title Page: Formatted in APA style</td>
<td>5</td>
</tr>
<tr>
<td>Introduction (2 pages):</td>
<td></td>
</tr>
<tr>
<td>• Research problem statement is clear, focused, and concise</td>
<td>10</td>
</tr>
<tr>
<td>• Provides a clear argument for the need for attention to the issue – addresses the “why should I care” question</td>
<td>15</td>
</tr>
<tr>
<td>Systematic Review (approximately 7-9 pages):</td>
<td></td>
</tr>
<tr>
<td>• Introduces readers to the structure of the literature section</td>
<td>5</td>
</tr>
<tr>
<td>• Identifies what criteria were used to identify sources</td>
<td>10</td>
</tr>
<tr>
<td>• Identifies what methods were used to locate sources</td>
<td>5</td>
</tr>
<tr>
<td>• Identifies how the quality of the sources were assessed (i.e. minimum acceptable level of design)</td>
<td>10</td>
</tr>
</tbody>
</table>

Revised 6/2016
- Provides a clear summary of the available evidence, and if appropriate includes a table that summarizes the literature | 15
- Interprets the findings and offers analysis of the literature, as well as relevant recommendations | 10

| Submitted a paper that is well-written with no grammatical or typographical errors | 5 |
| Formatting the paper consistently with APA rules | 10 |
| **Total** | **100**

Revised 6/2016
APPENDIX D: PAPER PRESENTATIONS

Assignment Objective: For students to develop skills presenting and explaining empirical literature.

Assignment Description: Students will present to the instructor and other classmates the findings of their review paper assignment. Students should prepare to address the same areas required in the paper and will be judged on their capacities to explain the content clear, answer the questions from the class, and overall presentation style. Each presentation should include relevant visuals, but students should NOT depend on a ppt presentation that includes only text materials. As a social work researcher, you will be expected to present your research to other researchers and practitioners. Therefore, students are encouraged to use this exercise as an example of presenting material in a way that both accurately conveys the content, while simultaneously engages the audience. Students should be prepared to answer questions from the audience as well. Each presentation should be 10-15 minutes.

Assignment Grading Criteria: Students should adhere to the following grading rubric for their presentation. The maximum points that a student is able to obtain is 24 points. The final grade will be the percentage of points that the student has out of 24 points.

<table>
<thead>
<tr>
<th>Level of Achievement</th>
<th>Clarity</th>
<th>Content</th>
<th>Style/Delivery</th>
<th>Use of Visual Aids</th>
<th>Integration of Knowledge</th>
<th>Ability to Answer Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Excellent</strong> 4 Points</td>
<td>• Well thought out • Use of proper language • Significance clearly stated • Previous work sets the stage for this study • Handout and bibliography provided for audience</td>
<td>• Identifies the research question or work • Has advanced understanding of the experimental approach and significance • Critically evaluates results, methodology and/or conclusions • Scientifically rigorous and well researched</td>
<td>• Uses time wisely • Logical progression • Speaks with good pacing • Makes eye contact and does not read information • Uses engaging tone and vocabulary</td>
<td>• Well placed images • Charts summarize data and/or conclusions • Size and labels are clear • Very little text • Figures and images explained and described well • AV set up properly</td>
<td>• Integrates research findings to broader context • Understands implication of data or method • Identifies future avenues of investigation • Supports arguments or explanation with references</td>
<td>• Anticipates audience questions • Understands audience questions • Can integrate knowledge to answer questions • Thoroughly responds to questions</td>
</tr>
<tr>
<td><strong>Good</strong> 3 Points</td>
<td>• Well thought out • Use of proper language • Significance clearly stated • Handout and bibliography provided for audience</td>
<td>• Identifies the research question or work • Has basic understanding of the experimental approach and significance • Critically evaluates results, methodology and/or conclusions • Well researched</td>
<td>• Spends too much time on introduction • Speaks well, but often back tracks • Makes good eye contact and looks at notes occasionally • Uses good vocabulary and tone</td>
<td>• Excellent images but not always well placed • Size and labels are clear • Very little text • Figures and charts are explained well • AV mishaps resolved</td>
<td>• Supports arguments or explanation with references • Minimally integrates research findings to broader context • Has some understanding of the implications of data or method • Identifies some future avenues of investigation</td>
<td>• Does not anticipate audience questions • Understands audience questions • Can integrate knowledge to answer questions • Thoroughly responds to most questions</td>
</tr>
<tr>
<td><strong>Adequate</strong> 2 Points</td>
<td>• Talk a bit disorganized • Shows some effort to use proper language • Significance a bit unclear • Handout and bibliography not well formatted</td>
<td>• Research question a bit unclear • Description of experimental approach a bit confusing • Results and conclusions stated but not critically evaluated • No use of outside readings</td>
<td>• Presentation poorly timed • Presentation jumping from different topics • Some hesitation and uncertainty are apparent • Makes little eye contact • Monotone and non-engaging delivery</td>
<td>• Labels and legends are a bit unclear • Size might be a bit too small • Too much detail • Blocks of text on handouts or slides • Figures are explained well • AV mishaps resolved</td>
<td>• Does not integrate the work or method into the broader context • Supports argument or explanation with few references • Makes some errors in interpretation and application of data or method • Makes few connections between data, method, and conclusions</td>
<td>• Does not anticipate audience questions • Makes an effort to address question • Can address some questions • Overlooks obvious questions • Often responds poorly to questions</td>
</tr>
<tr>
<td><strong>Inadequate</strong> 1 Points</td>
<td>• Talk difficult to follow • Unclear language • Does not understand research or work • Does not understand experimental approach • Does not understand conclusions or recognize implications for future work</td>
<td>• Presentation poorly timed • Jumbled with no logical progression • Makes no eye contact and reads from notes • Hesitation and uncertainty are apparent</td>
<td>• Labeling is not clear • Too small to see • No logical placement • Mostly text and very few images • Figures are not explained • AV mishaps unresolved</td>
<td>• Does not integrate the work or method into the broader context • Makes little effort to use data to support arguments • Misinterprets information • Makes no connections between data, method, and conclusions • Lacks logic</td>
<td>• Does not anticipate audience questions • Makes no effort to respond to questions or does so poorly</td>
<td>• Either makes no effort to respond to questions or does so poorly</td>
</tr>
</tbody>
</table>

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**No effort**

Revised 6/2016
APPENDIX E: PROFESSIONAL CONDUCT – CLASS PARTICIPATION STANDARDS USED

Class participation is more than mere attendance. It is arriving on time, reading the assigned material, preparing for class with questions, contributing appropriately to class discussions, doing assignments, and participating in class activities. The class participation grade is a subjective grade given by the professor. The professor will use this matrix to determine the class participation grade (modified from Maznevski, M. (1996). Grading class participation. Teaching Concerns. http://www.virginia.edu/~trc/tcgpart.htm).

<table>
<thead>
<tr>
<th>Grade</th>
<th>Class Participation Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 No effort</td>
<td>Absent</td>
</tr>
<tr>
<td></td>
<td>No effort, disruptive, disrespectful.</td>
</tr>
<tr>
<td>60-70 Infrequent Effort</td>
<td>Present, not disruptive (This means coming in late.)</td>
</tr>
<tr>
<td></td>
<td>Tries to respond when called on but does not offer much.</td>
</tr>
<tr>
<td></td>
<td>Demonstrates very infrequent involvement in class.</td>
</tr>
<tr>
<td>70-80 Moderate Effort</td>
<td>Demonstrates adequate preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them.</td>
</tr>
<tr>
<td></td>
<td>Offers straightforward information (e.g. straight from the case or reading), without elaboration or very infrequently (perhaps once a class).</td>
</tr>
<tr>
<td></td>
<td>Does not offer to contribute to discussion, but contributes to a moderate degree when called on.</td>
</tr>
<tr>
<td></td>
<td>Demonstrates sporadic involvement.</td>
</tr>
<tr>
<td>80-90 Good Effort</td>
<td>Demonstrates good preparation: knows case or reading facts well, has thought through implications of them.</td>
</tr>
<tr>
<td></td>
<td>Offers interpretations and analysis of case material (more than just facts) to class.</td>
</tr>
<tr>
<td></td>
<td>Contributes well to discussion in an ongoing way: responds to other students’ points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.</td>
</tr>
<tr>
<td></td>
<td>Demonstrates consistent ongoing involvement.</td>
</tr>
<tr>
<td>90-100 Excellent Effort</td>
<td>Demonstrates excellent preparation: has analyzed case exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.).</td>
</tr>
<tr>
<td></td>
<td>Offers analysis, synthesis, and evaluation of case material, e.g. puts together pieces of the discussion to develop new approaches that take the class further.</td>
</tr>
<tr>
<td></td>
<td>Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students’ comments, contributes to the cooperative argument-building, suggest alternative ways of approaching material and helps class analyze which approaches were effective.</td>
</tr>
<tr>
<td></td>
<td>Demonstrates ongoing very active involvement.</td>
</tr>
</tbody>
</table>

Total Pts 100 points

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