

**UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES
HLSC 5100A – RESEARCH METHODS
Course Syllabus – Fall, 2015**

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Office Hours: Wednesday, 1200-1400h
Class: Wednesdays, 0900 – 1150
Location: M3003, Markin Hall

COURSE DESCRIPTION:

In this course, students are offered an in-depth examination and comparison of qualitative, quantitative and mixed methods designs. Specific aspects emphasized in the course include: justifying the research enterprise; developing research questions and hypotheses as appropriate; establishing a research design; reviewing data analysis; and exploring the process of knowledge translation.

KEY LEARNING OUTCOMES:

Upon completion of this course, you will be able to:

1. Identify some of the philosophical underpinnings of qualitative, quantitative, and mixed method designs.
2. Synthesize existing literature, theory, methodology, and method related to a research phenomenon of interest.
3. Discuss how research questions are developed and their role in determining an appropriate research method.
4. Describe the major elements of qualitative, quantitative and mixed method designs.
5. Compare, contrast and explain the differences among aspects of sampling, data collection, and analysis in relation to qualitative, quantitative and mixed methods.
6. Identify how reliability, validity and trustworthiness are established in the three major approaches to research.
7. Access and synthesize evidence/knowledge related to a research phenomenon of interest.
8. Describe the influence of research in the development of evidence informed practice.
9. Become familiar with the knowledge translation process and its application in the pursuit of research.

TEACHING METHODS AND LEARNING STYLES:

Weekly seminars will provide an opportunity to learn about various aspects of research designs (qualitative, quantitative and mixed method), including their significance to your own learning and research plans. You will be expected to read ahead of time and come prepared to discuss, debate and question the ideas and thoughts of experts from the literature, your peers and professor. Appropriate activities including relevant guest speaker presentations will be used to support your learning.

REQUIRED TEXTS:

Bryman, A., Bell, E., & Teevan, J. J. (2012). *Social Research Methods*. (3rd Canadian Ed). Don Mills, ON: Oxford.

Ravitch, S. M., & Riggan, M. (2012). *Reason and Rigor: How Conceptual Frameworks Guide Research*. Thousand Oaks, CA: Sage Publications, Inc.

Machi, L. A. & McEvoy, B. T. (2008). *The Literature Review: Six Steps to Success*. Thousand Oaks, CA: Corwin Press.

RECOMMENDED:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Creswell, J. (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. (4th ed.). Thousand Oaks, CA: Sage.

ANCILLARY COURSE SUPPORT: MOODLE

Course materials including the course outline, information about assignments, additional readings, forums for discussion, grade book, location to submit your assignments, etc. are posted in Moodle.

ASSIGNMENTS, EVALUATION CRITERIA, AND SCHEDULE:

All written assignments are to be uploaded onto the Moodle course site by **midnight of the due date of the assignment**.

		Marks	Due Date
1.	Endnote Session Attendance	10%	Submitted at student's discretion, but no later than Dec. 9/15
2.	Development of your Conceptual Framework	15%	Sept. 30/15
3.	Literature Review	25%	Oct. 28/15
4.	Design Presentation & Paper		
	a. Presentation	15%	either Nov. 25 or Dec. 2/15
	b. Paper	25%	Dec. 11/15
5.	TCPS Tutorial	10%	Submitted at student's discretion, but no later than Dec. 9/15

1. **Endnote Sessions:** Organizing the literature you read is an essential part of conducting research. By organizing your literature, retrieval and referencing becomes more effective and efficient. The librarians at the U of L offer a tutorial (comprised of two 3-hour classes, i.e. Part I and Part II) on how to use the application Endnote to achieve this goal. These tutorial are scheduled during the fall term. You will select a tutorial time (comprises Part I and Part II) that best fits your schedule. The librarian (Leona Jacobs) will be taking attendance and will return to me the names of the students who have attended the tutorial.

Length: Attendance of both sessions
 Due: End of term
 Value: 5% for each session attended for a total of 10% of your final grade

Scheduled dates for Endnote sessions:

September 22 & 24, 1630-1800h or
 November 17 & 19, 1630-1800h

2. **Development of Your Conceptual Framework:** This assignment is intended to get you thinking and writing about an area of interest that you may formally investigate in your graduate studies. As such you will:
 - Identify a research phenomenon of interest and outline your current ideas and thoughts about the topic based on your readings, discussions, and reflections by discussing:
 - Your personal interests including: your own curiosities, biases, what you think is important and/or interesting, what you think is valuable or useful knowledge

about the topic, and how your social location (race, ethnicity, social class, and life experience) and how these have shaped your interests and how you view the world. Include a statement(s) on what motivated you to look at this area. Note, your motivation to conduct research in this area may be because it is part of your supervisor's program of research you.

- Topical research. Discuss what you've learned about the topic area through your readings. Extend your discussion by reflecting how the literature (scholarly and grey literature) has shaped what you know about the topic.
- Theoretical framework. Discuss how you think about your topic and how you understand the topic.
- Outline how you might collect, analyze, describe, and interpret your data.

Class time will include discussion of your research ideas.

Length: 5 pages double spaced; APA format
 Due: September 30, 2015
 Value: 15% of your final grade

3. **Literature Review:** In this assignment, you will have the opportunity to 1) Demonstrate your understanding of the conversation already happening in your area of interest; 2) Discuss how you will add to the conversation; and 3) Identify the best means of adding to the conversation theoretically and methodologically. In order to successfully complete this assignment, you will access relevant information from a variety of sources (for example electronic or paper-based research/professional journals, specific websites offering evidence-based research, etc.) including the 'grey literature.'

There are three sections that need to be addressed:

Section I:

- Access, discern, and synthesize *relevant* literature which addresses:
 - What is known about your topic of interest;
 - How the phenomenon developed over time;
 - The types of studies that have been conducted on the topic, and the strengths and limitations of using these different designs;
 - Relevant works that have important implications for the design, conduct, or interpretation of *your* study.

Section II:

- Discuss new scholarship that is needed in your area of interest.
 - Offer a discussion of the theoretical underpinnings of the work conducted to date and;
 - Offer an argument that justifies the need for your proposed thesis project.

Section III:

- Discuss how the literature you reviewed has focused your topic of interest;
- Based on your knowledge of the literature, articulate what questions need to be asked and;
- Provide an argument for a research method.

Structures that need to be used within the paper include:

- Evidence of literature synthesis throughout the paper;
- Summaries as necessary;
- A conclusion at the end of the paper.

I strongly encourage you to access the marking guide for this assignment as you develop your paper.

Length: 10-15 double spaced pages; APA format
 Due: October 28, 2015
 Value: 25% of your final grade

4. **Design Paper and Presentation:** The intent of the assignment is to provide you with the opportunity to develop the research design you might use for your thesis. Hence, this is where you will present the details of what you plan on doing for your research project. To help you achieve this goal, the assignment is comprised of two parts.

Part A:

You will prepare a 20 minute presentation about your phenomenon of interest and your tentative plans for your study. You will present: a brief introduction; research question; choice of design, its major assumptions and philosophical perspectives in relation to the chosen design and if applicable hypotheses; identification of variables and their definitions, recruitment & sample, and setting; data collection strategies; data analysis strategies (appropriate types of statistical tests or approaches to qualitative data analysis); strategies to ensure rigor & trustworthiness as appropriate; and ethical considerations. AI

Presentation:

Length: 20 minutes plus 10 minutes for discussion (subject to the number of students in the class)
 Due: Students to sign up for dates in class (Nov. 25 or Dec. 2, 2015)
 Value: 15% of your final grade

Part B:

For this paper, using the feedback you received from your peers and professor, you will discuss all of the elements of the in-class presentation described above (introduction to the topic, research question, choice of design, its assumptions and philosophical perspectives and all of the subparts as described above, data collection & analysis strategies, strategies to ensure rigor or trustworthiness, and ethical considerations.

Please note that some students will have decided what their specific design is; others will be deciding what their specific research design will be only after they complete the Advanced Qualitative course. Also note that individual student thesis committees and supervisors will have their own requirements for the thesis proposal. **Therefore, this paper needs to be considered as the beginning of your ideas regarding which particular design you would employ in your own research.**

I strongly encourage you to access the marking guide for this assignment as you develop your assignment.

Individual Paper:

Length: 10 – 15 pages.
 Due: December 11, 2015
 Value: 25% of your final grade

5. **TCPS Tutorial:** Foundational to understanding and analyzing research is the appreciation of how ethics influences the research process. The TCPS 2 Tutorial Course on Research Ethics (CORE) provides an applied approach to understanding and using the Tri-Council Policy Statement that every researcher is expected to adhere to. Completing this course is intended to help you develop insight into the ethics of conducting research.

This is an online, self-paced course with eight modules. Each module contains interactive exercises and provides multi-disciplinary examples. Modules vary in length of time to complete. At the end of the course, a certificate of completion is provided.

You will access the following website and complete the course. Once you have completed the course, send a copy of the certificate to me.

<http://www.ethics.gc.ca/eng/education/tutorial-didacticiel/>

Length:	Not applicable
Due:	End of term; no later than December 9/15
Value:	10% of your final grade

GENERAL GUIDELINES FOR ASSIGNMENTS:

All papers, in accordance with the most recent APA (6th ed.) guidelines, should be typewritten and include a title page, reference list, and appendices (if needed). Papers should be double-spaced, on unlined paper, with a minimum of one-inch (2.54 cm) margins all around. APA guidelines will be utilized in marking and it is, therefore, strongly recommended that you familiarize yourself with this reference style (particularly in relation to the use of quotations, abbreviations, headings, and how to correctly cite various sources). To enhance objectivity in marking, include only your student identification number on the title page. Any assignment with the student's name, or other identifying information on it may be subjected to a 5% reduction in mark. Familiarize yourself with the marking criteria for each assignment and include the marking sheet when handing in the assignment.

Plagiarism Statement:

Please be clear on what plagiarism is, and how to avoid it. Essentially, plagiarism is where a person/student represents the words or ideas of another person as his or her own. For example, cutting and pasting a section from an article on the internet and putting it into an academic paper without properly citing it is plagiarism. When in doubt, cite other people's work as theirs, and/or check with your instructor.

Plagiarism is also an academic offense at most Universities, including The University of Lethbridge. Therefore, the prohibition of plagiarism affects all of your assignments in this course, whether the plagiarized material constitutes a part or the entirety of the work submitted. Plagiarism is taken seriously, and if an instructor finds evidence that a student has represented another person's words or ideas as his or her own, the student shall bear the burden of proving that there was no intent to deceive. Please refer to the University of Lethbridge calendar for the procedures pertaining to academic offenses, and please be aware of the potential consequences (anywhere from a written reprimand to a grade of "F" in the course).

Please also note that the U of L subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Best advice: avoid plagiarism to begin with, do your own work, and cite extensively!

POLICIES:

For specific details on University Policies please refer to the University of Lethbridge 2015/2016 Calendar as well as the Graduate Student Handbook. Please read the policies carefully.

[Academic Regulations and Requirements](#)

Late Assignments:

Marks will be reduced by 5% per day late (weekends and holidays included). An extension will be considered for legitimate reasons at the discretion of the instructor. You are responsible for approaching the instructor at least 48 hours prior to the due date in order for your request to be considered. Documentation from a third party may be required.

Accommodations for Students with a Disability:

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Accommodated Learning Centre at 403-329-2766 to set up an appointment <http://www.uleth.ca/ross/counselling/index.html>. After registering with the Accommodated Learning Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least ***two weeks*** in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

Voluntary Withdrawal Date: November 15, 2015. Please do not hesitate to discuss this decision with me in advance of this date.

GRADING BREAKDOWN:

Students must complete all assignments, including full participation in classroom activities and group work, to pass this course. The grading system is consistent with that established in the Faculty of Health Sciences, effective May, 2002. Please note, for Master's programs, the minimal pass for graded courses is 'B-' and failure is 'C+' or below.

Letter	GPA	Percent	Letter	GPA	Percent
A+	4.0	95 - 100%	C+	2.3	71 - 74.9%
A	4.0	91 - 94.9%	C	2.0	67 - 70.9%
A-	3.7	87 - 90.9%	C-	1.7	63 - 66.9%
B+	3.3	83 - 86.9%	D+	1.3	59 - 62.9%
B	3.0	79 - 82.9%	D	1.0	55 - 58.9%
B-	2.7	75 - 78.9%	F	0	0 - 54.9%

TENTATIVE CLASS SCHEDULE (subject to change):

Week/Date	Topic	Readings	Assignment
1/ Sept. 9	Introduction	Bryman/Bell/Teevan: Ch. 1 Ravitch/Riggan: Ch. 1	
2/ Sept. 16	Selecting a research topic Conducting a literature review Library workshop: conducting searches (In AH 147)	Machi/McEvoy: Intro, Ch. 1 & 2 Ravitch/Riggan: pp 21-26	
3/ Sept. 23	Conceptual Frameworks & Theories Overview of research designs	Bryman/Bell/Teevan: Ch. 2, 3, & 8 Ravitch/Riggan: pp 15-21	
4/ Sept. 30	Asking research questions	Bryman/Bell/Teevan: Ch. 5 Ravitch/Riggan: Ch. 3 Machi/McEvoy: Ch. 3 - 5	Conceptual Framework paper due
5/ Oct. 7	Sampling/Settings	Bryman/Bell/Teevan: Ch. 12	
6/ Oct. 14	Data collection & analysis (quantitative)	Bryman/Bell/Teevan: Ch. 4, 6, & 13 Ravitch/Riggan: Ch. 4 & 5	
7/ Oct. 21	Data generation & analysis (qualitative)	Bryman/Bell/Teevan: Ch. 9, 10, & 14 Ravitch/Riggan: Ch.4 & 5	
8/ Oct. 28	Mixed methods Secondary analysis Systematic reviews	Bryman/Bell/Teevan: Ch. 7	Literature review due
9/ Nov. 4	Rigor (reliability, validity, trustworthiness) Ethics	Bryman/Bell/Teevan: Ch. 11 & 15	
Nov. 11	Remembrance Day: University is closed		
10/ Nov. 18	Knowledge Translation	Bryman/Bell/Teevan: Ch. 17 Ravitch/Riggan: Ch. 6 & 7	
11/ Nov. 25			Class presentation
12/ Dec. 2			Class presentation
			Endnote attendance & Completion of TCPS tutorial due no later than Dec. 9
Dec. 11		Final Paper due	

**Marking Guide
Conceptual Framework**

	1	2	3
Organization	Poor organization & use of headings; significant gaps noted in how the material flows from one section to another. Purpose of the assignment is unclear. Concluding statement is present but inaccurate and inappropriate.	Satisfactory organization & use of headings; some gaps noted in how the material flows from one section to another. Purpose of the assignment is somewhat clear. Concluding statement is present & somewhat appropriate.	Excellent organization & use of headings; material flows naturally from one section to another. Purpose of the assignment is clear. Concluding statement is present & appropriate
Development of ideas	Introduction to the research phenomenon is vague. The discussion of how this has developed as your research interest is scattered and difficult to discern. You do not identify whether your research phenomenon is your own idea or an offshoot of your supervisor's program of research. Incorporation of the topical research is inconsistent and irrelevant to overall paper. Discussion of how you think and understand the topic is either missing or vague and unclear. Outline how data might be collected, analyzed, described and interpreted is at inconsistent or unclear in light of the insights presented in the previous section. Conclusion related to the research phenomenon is verbose, vague, and inaccurate.	Introduction to the research phenomenon is presented. The discussion of how this has developed as your research interest is somewhat scattered and difficult to discern. Identify whether your research phenomenon is your own idea or an offshoot of your supervisor's program of research. Incorporation of the topical research is at times inconsistent and irrelevant to overall paper. Discussion of how you think and understand the topic is at times vague. Outline how data might be collected, analyzed, described and interpreted however the outline is at times inconsistent or unclear in light of the insights presented in the previous section. Conclusion related to the research phenomenon is presented but only loosely captures the essence of the paper.	Introduction to the research phenomenon is presented with a logical discussion of how this has developed as your research interest. Identify whether your research phenomenon is your own idea or an offshoot of your supervisor's program of research. Incorporation of the topical research is skillful and relevant to overall paper. Discussion of how you think and understand the topic is clearly and concisely articulated. Clearly outline how data might be collected, analyzed, described and interpreted in light of the insights presented in the previous section. Thoughtful & concise conclusion related to the research phenomenon is presented

	1	2	3
Expression of ideas	Grammar, spelling and overall written expression is poor. Development of ideas, insights and conclusions is lacking in creativity and lacks satisfactory depth. APA format, citations and references is inconsistently and inaccurately used. Gravely exceeds or is below the page limit.	Grammar, spelling and overall written expression is satisfactory. Development of ideas, insights and conclusions is somewhat creative and demonstrates satisfactory depth. Several errors in APA format, citations and references. Within the page limit.	Grammar, spelling and overall written expression demonstrate excellence. Development of ideas, insights and conclusions represents creativity and exceptional depth. Minimal errors in APA format, citations and references. Within the page limit.
Total:			/9 x 15% = /15

**Marking Guide
Literature Review**

	1	2	3
Organization & development of paper	<p>The purpose of the assignment is unclear. Awkward flow of ideas. Poor organization & inconsistent use of headings; significant gaps in the material noted from one section to another; use of tables is frequently inappropriate. Conclusion about the topic in relation to the literature you reviewed is incomplete and inaccurate.</p>	<p>The purpose of the assignment is somewhat clear. Flow of ideas is satisfactory. Satisfactory organization & use of headings; some gaps in how the material flows from one section to another; use of tables is at times inappropriate. Gaps noted in the conclusion about the topic in relation to the literature you reviewed.</p>	<p>The purpose of the assignment is clear. Flow of ideas is exceptional. Excellent organization & use of headings; material flows naturally from one section to another; use of tables as appropriate. Substantive conclusion about the topic in relation to the literature you reviewed is clear and accurately represents the content discussed.</p>
Critical analysis	<p>Many required components (see description in course assignment description) are missing. Those presented are at an unsatisfactory depth of understanding and analysis. The assignment includes the inconsistent use of summary statements about the literature in relation to the phenomenon of interest. The implications for the design, conduct, or interpretation of your own study is superficial and incomplete. Incomplete, vague, unsubstantial discussion of the reviewed literature to justify the need for your proposed thesis project and proposed research method. Incorporates irrelevant scholarly and grey literature in light of the topic of interest.</p>	<p>Some required components (see description in course assignment description) are missing. Those presented are at a satisfactory depth of understanding and analysis. The assignment includes the inconsistent use of summary statements about the literature in relation to the phenomenon of interest. The implications for the design, conduct, or interpretation of your own study is at times superficial and incomplete. Satisfactory discussion using the reviewed literature to justify the need for your proposed thesis project and proposed research method. Incorporates mostly relevant scholarly and grey literature in light of the topic of interest.</p>	<p>All required components (see description in course assignment description) are included at a depth demonstrating mastery – assignment is therefore comprehensive in nature. The assignment includes not only summary statements about the literature in relation to the phenomenon of interest but also implications for the design, conduct, or interpretation of your own study. Thoughtful discussion using the reviewed literature justifying the need for your proposed thesis project and proposed research method. Incorporates clearly relevant scholarly and grey literature in light of the topic of interest.</p>

	1	2	3
Expression of ideas	Grammar, spelling and overall written expression is poor. Development of ideas, insights and conclusions lack creativity and satisfactory depth. APA format, citations and references is inconsistently and inaccurately used. Gravely exceeds or is below the page limit.	Grammar, spelling and overall written expression is satisfactory. Development of ideas, arguments and conclusions are satisfactory but lack creativity and depth. Several errors in APA format, citations and references. Within the page limit.	Grammar, spelling and overall written expression demonstrate excellence. Development of ideas, arguments and conclusions represents creativity and exceptional depth. Minimal errors in APA format, citations and references. Within the page limit.
Total			/9 x 25% = /25

**Marking Guide
Design Presentation**

	1	2	3
Organization	<p>Many of the components of the research design outlined in the description were missing in the presentation.</p> <p>Lack of logical flow to the presentation.</p> <p>Either over the time limit or considerable below the time limit.</p> <p>Poor use of allotted time.</p>	<p>Most of the components of the research design outlined in the description were presented and logically flowed.</p> <p>Within the time limit.</p> <p>Satisfactory use of allotted time.</p>	<p>All components of the research design outlined in the description were presented and logically flowed.</p> <p>Within the time limit.</p> <p>Effective use of allotted time.</p>
Study design	<p>Inappropriate study design chosen in light of the research question posed</p>	<p>Questionable study design chosen in light of the research question posed</p>	<p>Appropriate study design chosen for research question posed</p>
Presentation of Ideas	<p>Superficial and vague discussion of key concepts, assumptions and philosophical perspectives in relation to the chosen design.</p> <p>Advantages and disadvantages of the specific design superficially explored and presented.</p> <p>Key points and conclusions regarding the chosen design briefly and vaguely demonstrated.</p> <p>Unsuitable range of references referred to in the presentation; minimal to no synthesis and integration of references evident.</p> <p>Critical appraisal of the references superficial.</p> <p>Little attention given to grammar, spelling and overall written expression.</p>	<p>Satisfactory presentation of key concepts, assumptions and philosophical perspectives in relation to the chosen design.</p> <p>Some advantages and disadvantages of the specific design were explored and presented.</p> <p>Some key points and conclusions regarding the chosen design noted and demonstrated.</p> <p>Suitable range of references referred to in the presentation; satisfactory synthesis and integration of references. Satisfactory critical appraisal of the references evident.</p> <p>Grammar, spelling and overall written expression satisfactory.</p>	<p>Thorough presentation of key concepts, assumptions and philosophical perspectives in relation to the chosen design.</p> <p>Advantages and disadvantages of the specific design thoroughly explored and presented.</p> <p>Key points and conclusions regarding the chosen design noted and demonstrated.</p> <p>Suitable range of references referred to in the presentation; excellent synthesis and integration of references. Extensive and thorough critical appraisal of the references evident.</p> <p>Grammar, spelling and overall written expression demonstrate excellence.</p>

	1	2	3
Engagement with the Audience	Means of presentation detracted from purpose of the presentation. Minimal engagement of audience evident. Unable to answer many questions posed by the audience.	Means of presentation was satisfactory but lacked creativity. Engagement of audience evident throughout much of the presentation. Able to answer most questions posed by the audience.	Means of presentation highlighted and enhanced the topic i.e. creative. Engagement of audience evident. Skillfully answered questions posed by the audience.
Total			/ 12 x 15% = /15

**Marking Guide
Design Paper**

	1	2	3
Organization & development of paper	<p>The purpose of the assignment is unclear. Lack of flow of ideas. Poor organization & inconsistent use of headings; significant gaps in the material noted from one section to another. Superficial, incomplete and inaccurate conclusion related to the design.</p>	<p>The purpose of the assignment is somewhat clear. Flow of ideas is satisfactory. Satisfactory organization & use of headings; some gaps in the material affecting the flow from one section to another. Somewhat superficial conclusion related to the design.</p>	<p>The purpose of the assignment is clear. Flow of ideas is exceptional. Excellent organization & use of headings; material flows naturally from one section to another. Thoughtful, concise conclusion related to the design.</p>
Critical Analysis	<p>Many required components (see description in course assignment description) are missing – assignment is therefore poor in nature. Evidence of inaccurate understanding of the specific research design. Examples and/or rationale provided to support statements regarding the choice and discussion of the design are inappropriate, unclear, or vague. Biased presentation of strengths and weaknesses of the design. Appendices are inappropriately used; no reference made to appendices in the body of the paper. Incorporates a narrow range of references which a questionable in regard to quality.</p>	<p>Some required components (see description in course assignment description) are missing – assignment is therefore satisfactory in nature. Evidence of satisfactory understanding of the specific research design. Examples and/or rationale provided to support statements regarding the choice and discussion of the design need to be clearer. Balanced presentation of strengths and weaknesses of the design. Appendices are appropriately used; reference made to appendices in the body of the paper. Incorporates a satisfactory range of scholarly references.</p>	<p>All required components (see description in course assignment description) are included at a depth demonstrating mastery – assignment is therefore comprehensive in nature. Evidence of solid, in-depth understanding of the specific research design. Clear examples and/or rationale provided to support statements regarding the choice and discussion of the design. Balanced presentation of strengths and weaknesses of the design. Appendices are appropriately used; reference made to appendices in the body of the paper. Incorporates an exceptionally broad range of significant scholarly references.</p>

	1	2	3
Expression of ideas	Grammar, spelling and overall written expression is poor. Development of ideas, arguments and conclusions is superficial and inconsistent. Many errors in APA format, citations and references. Direct and indirect quotations reiterate authors' position and do not deepen the arguments presented. Exceeds or is greatly under the page limit.	Grammar, spelling and overall written expression is satisfactory. Development of ideas, arguments and conclusions is satisfactory. Several errors in APA format, citations and references. Both direct and indirect quotations used and incorporated into the text. Within page limit.	Grammar, spelling and overall written expression demonstrate excellence. Development of ideas, arguments and conclusions represents creativity and exceptional depth. Minimal errors in APA format, citations and references. Both direct and indirect quotations used in significant ways and incorporated powerfully into the text. Within page limit.
Total			<i>19 x 25% = 125</i>