



EDUC 5400-B – (CRN 20282): Action Research

Credit Hours: 1.0 - 2:0 semester credit hour(s)

Course Syllabus – Spring 2020

Individuals with disabilities who need to request accommodations should contact
The Disability Services Coordinator, Student Center 255, (678) 466-5445,
disabilityservices@mail.clayton.edu.

Course Description

This is part two of a two-part course in which teacher candidates develop an action research project based on coursework, practicum, reflective practice, and clinical experiences. Here, candidates will use qualitative and/or quantitative research methods to implement and defend an action research project. Specifically, students will finalize their proposal, if it had not been approved, conduct their action research project as proposed, write a report of the research, including all major parts of a research paper: Introduction, literature review, methodology, findings, discussion, references, and appendices. The semester will conclude with a project presentation and defense. This directed research project is a capstone experience in the M.A.T. degree program

Teacher Education Policy

The content of this course syllabus correlates to education standards established by national and state education governing agencies, accrediting agencies and learned society/ professional education associations. Please refer to the course correlation matrices located at the following web site:
<http://www.clayton.edu/teachered/Standards-Outcomes>

Conceptual Framework

The mission of the Teacher Education Unit is to prepare professional educators who engage in *reflective practice* and who are *competent, caring, committed, collaborative, culturally responsive*, and prepared to teach diverse learners in an ever-changing society. For the complete CSU Teacher Education Unit Conceptual Framework, follow the link below.

<http://www.clayton.edu/teachered/standardsoutcomes>



Course Prerequisites and Co-requisites:

- Prerequisite: Admission to graduate degree program; EDUC 5300, EDUC 5301 & EDUC 5400-A
 - Co-requisite: None
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Computer Requirement:

This is a hybrid course. Each CSU student is required to have ready access throughout the semester to a notebook computer that meets faculty-approved hardware and software requirements for the student's academic program. Students will sign a statement attesting to such access. For further information on CSU's Official Notebook Computer Policy, please go to <http://www.clayton.edu/hub/itpchoice/notebookcomputerpolicy>.

Software Requirement:

To properly access the course content you will need to download the following free software:

- Adobe Reader (needed to access files in PDF format): <http://get.adobe.com/reader/>
- Adobe Flash (needed to access video content): <http://get.adobe.com/flashplayer/>

Computer Skill Prerequisites:

- Able to use the Windows™ operating system
- Able to use Microsoft Office Applications
- Able to send and receive e-mail using Outlook™.

Only use your CSU e-mail account or the e-mail system included in D2L to communicate academic information to your instructor

- Able to attach and retrieve attached files via email
- Able to use a Web browser.

Desire2Learn (Online Classroom):

On-line activity will take place in Desire2Learn, the virtual classroom for the course. Posting of your work in D2L is a course requirement

You can gain access to Desire2Learn, by signing on to the SWAN portal and selecting: "D2L" on the top right side. If you experience any difficulties in Desire2Learn, please email or call The HUB at TheHub@mail.clayton.edu or (678) 466-HELP. You will need to provide the date and time of the problem, your SWAN username, the name of the course that you are attempting to access, and your instructor's name.

Major Student Activities:

Reading and studying from course text books
Participating in class discussions
Working assigned homework problems
Creating and using observational tools to collect data, and helping colleagues to do the same
Choosing and using appropriate statistical technique to analyze and interpret data
Writing, reviewing and evaluating various elements of a research report

Program Goals:

Program graduates should be able to:

- diagnose student needs;
- plan for student learning;
- facilitate student learning;
- demonstrate appropriate content knowledge;
- foster student well-being to promote learning; and
- assume the role of professional teacher.

[Academic Catalog and Student Handbook: 2018-2019 \(Page 236-237\)](#).

Course Goals:

The student will demonstrate an understanding of and/or appreciation for

1. The importance of research, the opportunities and difficulties in conducting research in education
2. The elements of action research method in education
3. The ability to access and conduct research and apply research findings to improve teaching and learning
4. The evaluation and use of published research studies in one's practice
5. The basic statistical and measurement techniques used in education

Course Learning Outcomes:

The student will be able to

0. Revise Action Research proposal
 1. Select appropriate data collection tools
 2. Develop data collection plan that integrates ethical considerations for working with human subjects as required by CSU IRB and NIH Guidelines.
 3. Apply appropriate protection for data collected from students
 4. Choose and apply appropriate method(s) of data analysis to data collected
 5. Present findings or results following the APA style
 6. Interpret results of data analysis
 7. Discuss results/findings and recommend an action plan that logically emanates from the study; specifically how to integrate findings into classroom practice
 8. Write the research report to include all sections of a research paper
 9. Create a brochure (Trifold) and PowerPoint presentation to summarize study
 10. Demonstrate the ability to use, and help others use, Action Research techniques to investigate and seek solutions to classroom problems; and consequently enhance student learning
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Instructor Information:

Instructor:

Dr. Winifred Nweke
phone: (678) 466-4824
Fax: (678) 466-4899
E-mail: winifrednweke@clayton.edu

Internet: <http://faculty.clayton.edu/wnweke>

Office: Arts and Science Bldg., Room G-205B

Office hours: M-TR: 3:00 – 5:00 pm.
Other times by appointment

Class Meetings:

Classroom: Arts & Science Building – **G229**

Class times: Wednesday; 5:00 – 6:15 PM

Textbook Information:

Mertler, C. A. (2017). *Action Research: Improving Schools & Empowering Educators* (5th Ed.). Los Angeles: Sage.

American Psychological Association. (2010). *Publication Manual*, (6th Ed.). New York: American Psychological Association. **ISBN:** 1-4338-0560-X

Other Resources:

Creswell, J. W. (2015). *Educational Research, Planning, conducting and evaluating Quantitative and Qualitative Research*. (5th Ed.). Upper Saddle River, NJ: Pearson

Alber, S. M. (2011). *A Toolkit for Action Research*. Maryland: Rowman and Littlefield.

Course Schedule:

The weekly course outline for EDUC 5400 is provided in the table below. Chapter references are to the textbooks required for this class: Mertler, C. A. (2017). *Action Research: Improving Schools & Empowering Educators*.

EDUC 5400 WEEKLY COURSE OUTLINE: SPRING 2020						
<i>Date</i>	<i>Week</i>	<i>Topic</i>	<i>Mertler</i>	Creswell	<i>Assignments Due dates</i>	
Jan 15	1 Module I	Review of Action Research Proposal				
Jan 18-20		MLK Holiday				
Jan 22	2	Research Designs- <ul style="list-style-type: none"> • Correlational and • Survey Design 	Chapter 4	Chapter 10, 11, 12 & 17		
Jan 29	3 Module II	Data Collection Methods	Chapter 5	Chapters 5 & 7	Revised Action Research Proposal Jan 29	
Feb 5	4	Data Collection: What to Collect; Multiple measures; Instruments	Chapter 5	Chapters 5 & 7		
Feb 12	5	Field Work – Collecting Data				
Feb 19	6	Field Work – Collecting Data				
Feb 26	7	Field Work – Collecting Data			Data Collection Report draft Feb 26	
Mar 4	8	Methods of Data Analysis	Chapter 6	Chapters 6 & 8		
Mar 7-13	9	SPRING BREAK				
Mar 18	10 Module III	Presenting Your Results/Findings	Chapter 6	Chapters 6 & 8	Data Analysis & Result Report draft 3/18/2020	
Mar 25	11 Module IV	Discussing Your Results/Plan of Action	Chapter 6	Chapters 6 & 8		
Apr 1	12 Module V	Writing Your Action Research Report	Chapters 7 & 8	Chapter 9		
Apr 8	13	Field Work Writing Your Action Research Report & Creating a Trifold and PowerPoint Presentation			Discussion Report draft 4/8/2020	
Apr 15	14	Presentation and Defense of Your Research	Chapter 9		Submit Action Research Report + Trifold in D2L 4/15/2020	
Apr 20	15	Certification Application/Issues				
April 21-22	22	MAT Portfolio Defense				
April 27						
May 4	17	Classes End				

EDUC 5400 WEEKLY COURSE OUTLINE: SPRING 2020					
<i>Date</i>	<i>Week</i>	<i>Topic</i>	<i>Mertler</i>	Creswell	<i>Assignments Due dates</i>
<i>May 5-11</i>	<i>18</i>	<i>Final Examination</i>			
<i>May 13</i>		<i>Deadline for Grade Submission</i>			<i>11:59 P.M.</i>

Evaluation:

Based on the following Deliverables	Points	Due Date
Revised Proposal	100	Jan 29
Data Collection Report Draft (Intervention + Procedures)	100	Feb 26
Data Analysis & Results/Findings Report Draft	150	Mar 18
Discussion/Action Plan Report Draft	100	April 8
Trifold	100	Apr 15
Final Action Research Report	400	Apr 15
Presentation	50	Apr 15
TOTAL (scores will be scaled down to 100%)	1000	

Grading:

A	90 - 100%
B	80 - 89%
C	70 - 79%
D	60 - 69%
F	below 60%

Mid-term Progress Report:

The mid-term grade in this course will be issued on **Feb 26**. Based on this grade, students may choose to withdraw from the course and receive a grade of "W." Students pursuing this option must fill out an official withdrawal form, available in the Office of the Registrar, or withdraw on-line using the SWAN by **March 6**. [Instructions for withdrawing are provided at this link.](#)

The last day to withdraw without academic accountability is March 6, 2020. Grade will be W.

Course Policies:

General Policy

Students must abide by policies in the Clayton State University [Academic Catalog and Student Handbook](#), especially those specified under the **Basic Student Responsibilities (pages 491ff)**.

Students must abide by policies in the Clayton State University Student Handbook, and the [Basic Student Responsibilities \(pp. 491ff\)](#). The Student Handbook is part of the [Academic Catalog and Student Handbook](#).

University Attendance Policy

Students are expected to attend and participate in every class meeting. The university reserves the right to determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawals or failing grades.

Course Attendance/Presence Policy

Attendance is expected for all class periods. Any absence must be accompanied by a written excuse from a doctor or other competent authority.

Missed Work

Without a valid excuse, a grade of zero points will be assigned for the missed work

- There are NO make-up assignments for the Drafts/activities, except where prior university approved activity caused student not to complete work. Students who fail to complete and submit two or more of the deliverables should contact the instructor concerning the applicability of an [Incomplete grade](#).

Academic Dishonesty

Any type of activity that is considered dishonest by reasonable standards may constitute academic misconduct. The most common forms of academic misconduct are cheating and plagiarism. All instances of academic dishonesty will result in a grade of zero for the work involved. All instances of academic dishonesty will be reported to the [Office of Community Standards](#). Judicial procedures are described in the section of the [Academic Catalog and Student Handbook](#) titled, Procedures for Adjudicating Alleged Academic Conduct Infractions.

Disruption of Online Learning Environment

Behavior which disrupts the teaching–learning process during class activities will not be tolerated. While a variety of behaviors can be disruptive in a classroom setting, more serious examples include belligerent, abusive, profane, discourteous and/or threatening behavior. A student who fails to respond to reasonable faculty direction regarding classroom behavior and/or behavior while participating in classroom activities may be dismissed from class. A student who is dismissed is entitled to due process and will be afforded such rights as soon as possible following dismissal. If found in violation, a student may be administratively withdrawn and may receive a grade of WF.

More detailed descriptions of examples of disruptive behavior are provided in the Code of Conduct and Disciplinary Procedures sections of the Clayton State University [Academic Catalog and Student Handbook](#).

Writing Assistance

The goal of the Writers' Studio is to give rise to better writers, not just to better writing. People who love to write, people who struggle mightily with it, and people who fall anywhere else on the spectrum can find a place at The Writers' Studio—a place for students to come for writing guidance and feedback.

Each student may receive up to 90 minutes of assistance per day and 3 hours per week. Furthermore, both appointments and walk-ins are welcome. Here's The Writers' Studio's contact information:

Location: Arts & Sciences Building, Room G-224
Phone: 678.466.4728
Email: ws224@clayton.edu
Website: <http://clayton.edu/writersstudio>

Visit The Writers' Studio at <http://clayton.edu/writersstudio> or schedule your appointment online at <http://clayton.mywconline.com> (Note: first-time users need to complete a one-time registration prior to using the online appointment website).

Weapons on Campus

Clayton State University is committed to providing a safe environment for our students, faculty, staff, and visitors. Information on laws and policies regulating weapons on campus are available at

<http://www.clayton.edu/public-safety/Safety-Security/Weapons>

Other Policies

This syllabus may be modified during the semester if necessary.

WCN/January 6, 2020

Appendix A

Final Action Research Paper (30-45 pages) and Presentation

Write up your action research project in accordance with the outline below.

- ✓ **Table of Contents**
- ✓ **Abstract**
- ✓ **Introduction**
 - Statement of the Problem
 - Purpose
 - Rationale
 - Research Question(s)
 - Theoretical or Conceptual framework/explanation
- ✓ **Literature Review**
 - Review previous related literature (minimum of 25 references)
 - Summary of major themes –use themes as subheadings
 - How present study will extend the literature
 - Include databases searched and key terms used for the search
- ✓ **Methodology**
 - Context
 - Design
 - Participants
 - *Intervention* or Innovation - mention research questions
 - Data Collection Method – procedures and instruments (reliability & validity, dependability & credibility; triangulation)
 - Data Analysis
 - Threats to Internal Validity of Study
 - Limitations and challenges
 - Protection of Human Subjects
- ✓ **Results/Findings** (Presentation of results/findings using tables and charts / Themes & patterns)
- ✓ **Discussion or Action Plan and Implications** – this should be based on your findings. “Based on what you found, what do you suggest we do? What do these findings mean to schools/students/teachers/education/educational Policy makers/etc.?” How do your findings fit with what you found in the literature?
- ✓ **Conclusion & Recommendation** (Could be combined with Discussion)
- ✓ **References** (A minimum of 25 recent references from the *last five* years; can have more); APA style
- ✓ **Appendices**
 - Example of Data Collection Tools – e.g. Weekly schedule, Surveys, Checklists, etc.
 - Raw data
 - Example of Data Analysis Tools

Research Project Presentation and Trifold (in Color)

You will also design a PowerPoint presentation to defend your AR project. The trifold should contain a brief summary of each of the following sections:

What to include in the Trifold

- ✓ Introduction/Purpose/Rationale
- ✓ Research Question(s)
- ✓ Brief Literature Review
- ✓ Research Methodology (design, participants, procedure, material, Instruments, data analysis)
- ✓ Results/Findings, and
- ✓ Discussion of results/findings: Indicate next steps to be taken as a result of your findings – Action Plan.
- ✓ Conclusion & Recommendations (Could be combined with Discussion)
- ✓ Few major references

You will have no more than 15 minutes to present your research to the class and five minutes to answer audience questions. Use your created trifold as a handout. You will also use this PPT as part of your final MAT portfolio presentation.

Appendix B – Action Research Final Paper Rubric

Introduction – 20 Points

	Does Not Meet Standards	Partially Meets Standards	Meets Standards	Exceeds Standards
Engaging	Just a dry recitation of facts.	Vaguely draws the reader	Engaging, drawing the reader into the work.	Fascinating –introduction really makes reader want to continue.
Statement of the Problem	Not articulated; Not clear what the research problem is	Merely repeats the topic	Clearly articulates a problem that needs to be addressed or rectified	Clearly articulates a problem that needs to be addressed or rectified; enunciates what students or target participants are missing or deficient in; provides evidence of problem
Purpose of the study	No stated purpose	Vaguely stated or implied purpose	Clearly stated purpose	Outstanding – purpose statement clearly sets the stage for the rest of the work.
Rationale	No rationale	Vaguely stated or implied rationale	Strong rationale	Outstanding – rationale provides the significance of the study and forces reader to care about the study.
Theoretical or Conceptual Framework	Inaccurate specification or no identification of theories or conceptual framework	Mere mention of theories or conceptual framework undergirding the independent and dependent variable in the study	Proper identification and articulation of the theories or conceptual framework behind the independent and dependent variables in the study	Clear articulation of the theories and conceptual framework that explains the rationale for the relationship between the independent and dependent variables and the research question(s).
Advanced Organizer	No organizer present	Vaguely stated or implied organizer	Strong organizer	Outstanding – organizer elegantly lays out the construction of the entire work.

Research Question(s) – 20 points

	Does Not Meet Standards	Partially Meets Standards	Meet Standards	Exceeds Standards
Scope	Poorly written	Somewhat outside sphere of influence and/or cannot primarily be addressed within the time of the study	Primarily within the sphere of influence and/or can primarily be addressed within the time of the study	Research question(s) are within the sphere of influence, and can be answered in the amount of time available for the study
Technique	Poorly written	Some questions are appropriately written, others are weak.	Avoided writing yes or no questions	Avoided writing yes or no questions, questions well written and tightly focused.

Literature Review – 30 points

	Does Not Meet Standards	Partially Meets Standards	Meet Standards	Exceeds Standards

Sources – Databases and Key Terms	Sources chosen are primarily inappropriate with regard to the focus of the research questions, OR sources are not timely OR primarily from non-peer-reviewed journals	Sources chosen are primarily appropriate with regard to the focus of the research questions, sources are timely and primarily from non-peer-reviewed journals	Sources chosen are appropriate with regard to the focus of the research questions, sources are timely and primarily from peer-reviewed journals	Sources chosen are appropriate with regard to the focus of the research questions, sources are timely and primarily from peer-reviewed journals. Literature has been culled from seminal and current researchers of the topic.
Organization	Poorly written	Review construction unclear.	Review is constructed in either thematic, chronological, or another easily understood fashion.	Review is constructed in either thematic, chronological, or another easily understood fashion and includes smooth transitions.
Documentation	Inconsistent with APA style guide and/or inaccurate citation of sources	Somewhat inconsistent with APA style guide, and/or more quoting than paraphrasing and/or inaccurate citation of sources.	Consistent with APA style guide, more paraphrasing than quoting, accurate citation of sources.	Tightly written, correctly documented, consistent with APA style guide, more paraphrasing than quoting, accurate citation of sources
Critical Analysis	Poorly written; Review is a mere catalog of studies	Author explicates articles but may not critique them or have clear organization.	Author organizes review in a clear manner. Author explicates and critiques articles.	Literature review makes as well-crafted argument that leads to a clear conclusion. Author explicates and critiques articles. Justifications & guides for current study procedures are pointed out.
Scope	Insufficient inclusion of the scope of the literature regarding your topic.	Review explicates and critiques at least three of the following: <ul style="list-style-type: none"> ◆ Seminal Articles ◆ Theoretical Articles ◆ Research Articles ◆ Articles that highlight Key Debates and Issues as they relate to the topic at hand. 	Review clearly explicates, links, and critiques all of the following: <ul style="list-style-type: none"> ◆ Seminal Articles ◆ Theoretical Articles ◆ Research Articles Articles that highlight Key Debates and Issues as they relate to the topic at hand.	Review smoothly explicates, links, and critiques all of the following: <ul style="list-style-type: none"> ◆ Seminal Articles ◆ Theoretical Articles ◆ Research Articles Articles that highlight Key Debates and Issues as they relate to the topic at hand. Review includes varied perspectives of a subject.

Methodology – 110 Points

	Does Not Meet Standards	Partially Meets Standards	Meet Standards	Exceeds Standards
Design	Omission or inaccurate classification of study design.	Incomplete classification of the design of study.	Accurate classification of the design of study.	Accurate classification of the design and a description of the rationale for that classification
Context	Insufficient description of context of study.	Incomplete description of context of study.	Description of context of study, school, and participants	Rich complete description of context of study, school, and participants
Participants	Omits a description of participants or merely gives the number in the study. Does not include demographic & academic characteristics	Describes participants' demographic characteristics only	Describes participants including demographic and academic characteristics	Describes participants including demographic & academic characteristics; how they were selected and rationale for inclusion or exclusion
Description of Intervention/ Innovation	Selected interventions were not effective to address the research question(s)	Selected interventions may not have been best to address the research question(s)	Intervention(s) address the research question(s)	Intervention(s) are the best way to address the research question(s)

Data Collection Procedures	Procedures are NOT clear, sequential, and logical. Needs more in-depth explanation. Evidence of reliability & validity is not presented	Procedures somewhat fulfill research needs and/or are somewhat written in a clear, sequential, logical, and easy to follow manner. Addresses only reliability or validity, but not both	Procedures fulfill research needs and are written in a clear, sequential, logical, and easy to follow manner. Evidence of reliability and validity of instrument is presented	Procedures are excellent for fulfilling research needs and are written in a detailed, clear, sequential, logical, and easy to follow manner. Evidence of reliability and validity of instrument is presented and discussed
Data Analysis Procedures	Procedures are NOT appropriate for the research design.	Procedures are appropriate, but the report portrays lack of understanding is not written in a clear, sequential, logical, and easy to follow manner.	Procedures appropriate for the research design are reported in a clear, sequential, logical, and easy to follow manner.	Procedures are appropriate for the research design and are reported in a detailed, clear, sequential, logical, and easy to follow manner.
Limitations including Threats to Internal Validity	Does not discuss limitations of the study or threats to internal validity	Shows reflective some thinking about methodology but fails to address all limitations or shortcomings of the study.	Shows reflective thinking about methodology and researcher positioning; addresses all major/obvious limitations or shortcomings of the study.	Shows in-depth reflective thinking and analysis about methodology and researcher positioning; addresses all limitations or shortcomings of the study & threats to internal validity.
Protection of Human Subjects	Does not ensure or indicate how the following are ensured: Anonymity; Confidentiality & Informed consent	Ensures only one of these: Anonymity, Confidentiality & Informed consent	Ensures Anonymity; Confidentiality; uses Informed consent	Ensures Autonomy, Confidentiality, uses informed consent and Obtains Permissions where needed.

Findings – 75 points

	Does Not Meet Standards	Partially Meets Standards	Meet Standards	Exceeds Standards
Organization	Findings are present in an unorganized manner.	Organization of findings is present, but unclear.	Themes are presented and findings are organized, however, not around the research questions. OR	Themes are presented and findings are organized around the research questions.
Evidence	Raw data are presented as results with little or no synthesis.	Findings are presented with little evidence.	Findings are presented and evidence is provided to support findings.	Findings are presented as a synthesis of data. Compelling evidence is provided from data sources to support findings.
Method of Presentation of Results/Findings	Results of data analyses are presented merely in narrative format without use of tables and charts when the latter would have helped; APA style labelling not used	Some, but inadequate and insufficient use of tables and charts to succinctly display result of data analyses; Some is APA style	Adequate and sufficient use of tables and charts to succinctly display result of data analyses; using APA style	Adequate and sufficient use of tables and charts to succinctly display result of data analyses; tables and charts labelled according to APA style; Integrates references to tables and charts into the narrative

Action Plan/Implications (Discussion) – 60 points

	Does Not Meet Standards	Partially Meets Standards	Meet Standards	Exceeds Standards
Organization and Implications	Action plan is presented in an unorganized fashion.	Action plan is presented however, not clearly connected to the stated research outcomes. May be too general or use platitudes with little evidence.	Action plan is present but connection to the stated research findings could be stronger. Provides evidence linked to research to support suggestions.	Action plan is present, “do-able,” a natural logical outcome of the stated research findings
Tied Back to Lit Rev	Findings are not tied back to the literature review	Merely mentions that findings support or fail to support some findings without saying which ones and how	Findings are tied back to the literature	Findings are very well integrated into the body of works in the literature; identifies which Research questions were answered
Conclusion & Recommendations	No conclusion or recommendation	Summary of the study; or Recommendations	Summary of the study and recommendations	Reflective summary of the study; & makes suggestions for further studies.

References and APA Style Compliance – 45 points

	Does Not Meet Standards	Partially Meets Standards	Meet Standards	Exceeds Standards
Follows Guidelines	Surface errors disrupt the quality of the paper. And/or Paper has consistent APA errors.	Paper has APA errors Paper reads adequately	Paper largely adheres to recent APA guidelines Paper largely reads smoothly without many errors of construction.	Paper consistently adheres to all recent APA guidelines. The paper reads smoothly without errors of construction.
Quality of References	References are not recent: < 25% is less than 5 years old. And/or References are not formatted correctly according to most recent APA format.	References vary in recency: 25-50% is < 5 years old. Some references are not formatted correctly according to most recent APA format.	References are fairly recent: 51-75% is < 5 years old. References are formatted correctly according to most recent APA format.	Only works cited in paper are included in the reference list. References are recent: >75% are < 5 years old. References are formatted correctly according to most recent APA format.
Quantity of References	<15 recent references; i.e. <5 years old	15-20 recent references; i.e. <5 years old	20-25 recent references; i.e. <5 years old	More than 25 recent references; i.e. <5 years old

Mechanics – 15 points

	Does Not Meet Standards	Partially Meets Standards	Meet Standards	Exceeds Standards
Structure	Is neither coherent nor logically developed. And/or Lacks transitions.	Is coherent and logically (but not fully) developed. Has some awkward transitions.	Is coherent and logically developed. Uses smooth transitions.	Is coherent and logically developed. Uses effective transitions in an elegant fashion.
Convention	Problems of sentence structure, usages, or mechanics inhibit understanding.	Is understandable, but has noticeable problems of sentence structure, usage, or mechanics.	Problems with sentence structure, usage, or mechanics are minimal.	No problems with sentence structure, usage, or mechanics.
Content	Lacks clarity of purpose, depth of content and may depend on generalities or take the easy	Has clarity of purpose, lacks depth of content and may depend on generalities.	Has clarity of purpose, has sufficient information, originality of thought; demonstrate quality.	Has clarity of purpose, has depth of content, displays insight and originality of thought; demonstrate quality and breadth of resources.

	way out; has little originality of thought.			
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Appendices – 25 points

	Does Not Meet Standards	Partially Meets Standards	Meet Standards	Exceeds Standards
Data Collection/ Analysis Tools	Not presented or not sufficiently presented.	Present with somewhat raggedy or unclear presentation.	Present and clear.	Present, clear, excellent rendering. Audience can clearly imagine how data collection/analysis happened.
Timeline for Data Collection	Not presented	Presented in a generalized form; not enough details	Presented on a daily basis or by dates for starting and completing tasks	Presented in great detail to allow another person to implement it; with start and completion dates, duration of activities/events; scheduled on a month by month calendar

Final Score

	Does Not Meet Standards	Partially Meets Standards	Meet Standards	Exceeds Standards
Points	<280	280-319	320-359	360-400

Comments

Original Rubric: Dr. Roberts, CSU

Revised: Spring 2014/Dr. Winifred Nweke

Last Updated: Spring 2020/Dr. Winifred Nweke