

**CEPD 9183:  
Directed Doctoral Research**

<b>Time/Location</b>	Asynchronous Online
<b>Instructor</b>	Julia Whisenhunt, Ph.D., LPC, NCC, CPCS
<b>Office Location</b>	241 Education Annex
<b>Office Hours</b>	Mondays 1:30-5:30 Tuesdays 1:30-4:00 Wednesdays 1:30-5:30
<b>Direct Line</b>	678-839-6116
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<b>Email</b>	<a href="mailto:jwhisenh@westga.edu">jwhisenh@westga.edu</a> (Please do not email me via D2L. Please put the course number in the subject line of your email.)  Online Support D2L Home Page <a href="https://westga.view.usg.edu/">https://westga.view.usg.edu/</a>  D2L UWG Online help <a href="http://uwgonline.westga.edu/students.php">http://uwgonline.westga.edu/students.php</a>  D2L 24 hour Help <a href="https://d2lhelp.view.usg.edu/">https://d2lhelp.view.usg.edu/</a>  UWG Distance Learning <a href="http://distance.westga.edu/">http://distance.westga.edu/</a>  UWG On-Line Connection <a href="http://www.westga.edu/~online/">http://www.westga.edu/~online/</a>  Distance Learning Library Services <a href="http://westga.edu/~library/depts/offcampus/">http://westga.edu/~library/depts/offcampus/</a>  Ingram Library Services <a href="http://westga.edu/~library/info/library.shtml">http://westga.edu/~library/info/library.shtml</a>  University Bookstore <a href="http://www.bookstore.westga.edu/">http://www.bookstore.westga.edu/</a>

## **COURSE DESCRIPTION**

Individual inquiry on a research problem consisting of a plan for data collection and analysis, as well as, critical review, integration, and interpretation of research literature

## **COE VISION**

The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning*, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

## **COE MISSION**

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

## **CONCEPTUAL FRAMEWORK**

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of Preparing Exemplary Practitioners, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities.

The vision, mission and conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. National and state standards (insert applicable professional associations that guide your program, e.g. ASHA, PSC) are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

## **APPROACHES TO INSTRUCTION**

This course is a doctoral level seminar and includes a variety of approaches to learning, including but not limited to lecture, discussion, and collaborative projects. This course will be delivered 100% online. This requires the online equivalent of 2250 minutes of instruction and an additional 4400 minutes of supporting activities. As such, you will be required to complete the following online activities during this course:

<u>Activity</u>	<u>Instructional Equivalent</u>
Citi Training	600 minutes
Online consultations	500 minutes
Videos	500 minutes
Discussion Boards	120 minutes
Readings	530 minutes

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

## **COURSE OBJECTIVES**

Students will:

1. Select the object of their proposed evaluation study; (Fitzpatrick, Sanders, & Worthen, 2004; *CACREP, Doctoral Standard IV.E.1,4*);
2. Develop and interpret a review of literature to support their proposed evaluation study; (Cresswell, 2008)
3. Articulate a design for the conduct of the evaluation study; (Fitzpatrick, Sanders, & Worthen, 2004; Cresswell, 2008; *CACREP, Doctoral Standard IV.F.2*)
4. Propose an appropriate and acceptable method for analyzing and interpreting data; (Fitzpatrick, Sanders, & Worthen, 2004; Cresswell, 2008; *CACREP, Doctoral Standard IV.E.4; CACREP, Doctoral Standard IV.F.1,6*)

## **TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES**

### **Required Texts:**

Pan, M. L. (2013). *Preparing literature reviews: Qualitative and quantitative approaches* (4<sup>th</sup> ed.). Glendale, CA: Pyczak Publishing.

Roberts, C.M. (2010) *The dissertation journey: A practical and comprehensive guide to planning, writing, and defending your dissertation* (2<sup>nd</sup> ed). Thousand Oaks, CA: Corwin.

American Psychological Association. (2009). *Publication manual of the American psychological association* (6<sup>th</sup> ed). Washington, DC: Author.

### **Required Instructional Resource:** Tk20 Subscription

These are available at the University Bookstore or at <http://westga.tk20.com/campustoolshighered/start.do>.

If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see

[http://www.westga.edu/coe/index\\_550.php](http://www.westga.edu/coe/index_550.php).

For assistance, email [tk20@westga.edu](mailto:tk20@westga.edu).

### **Recommended Texts:**

Cresswell, J. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4<sup>th</sup> ed.). Thousand Oaks, CA: Sage.

### **References:**

Alkin, M.C. (2011). *Evaluation essentials: From A to Z*. New York: Guilford.

American Evaluation Association. Home page. <http://www.eval.org/>

Colorado State University (n.d.) *Writing guides*. Retrieved from <http://writing.colostate.edu/guides/>

Cresswell, J. (2008). *Research design: Qualitative, quantitative, and mixed methods approaches* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage.

Fitzpatrick, J.L., Sanders, J.R., & Worthen, B.R. (2004). *Program evaluation: Alternative approaches and practical guidelines* (3<sup>rd</sup> ed). Boston, MA: Pearson

Roig, M. (n.d.). Avoiding plagiarism, self-plagiarism, and other questionable writing practices: A guide to ethical writing. Retrieved from <http://ori.hhs.gov/avoiding-plagiarism-self-plagiarism-and-other-questionable-writing-practices-guide-ethical-writing>

Wholey, J. S., Hatry, H. P., & Newcomer, K. E. (2010). *Handbook of practical program evaluation* (3<sup>rd</sup> ed.). San Francisco, CA: Josey-Bass.

Writing Center, University of North Carolina Chapel Hill (2009). *Handouts and links*. Retrieved from <http://writingcenter.unc.edu/handouts/>

## **ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY**

*Note: Refer to the individual assignment rubrics for additional details.*

### **1. CITI Training Certificates (10 Points)**

You will individually complete the [CITI training](#) that is required by any student who wishes to engage in an independent research project at the University of West Georgia. Register for CITI training and complete the [following two courses](#) listed under "Student Training" information: 1. *Social & Behavioral Research Investigators* (question #1) and 2. *Social and Behavioral Responsible Conduct of Research* (question #3).

### **2. Grammar Aficionado (25 Points)**

Each student in this class will become an *expert* on one grammatical tool, writing skill, or APA style rule. Students will individually seek to learn as much as possible about their chosen topic and will use that knowledge to mentor peers. There are three parts to this assignment.

**Part #1:** Review an existing document (e.g., a previous paper you have written or a draft of a peer's paper) and provide feedback to demonstrate your expert ability to apply your knowledge in an editorial capacity. You must await my feedback on this part of the assignment prior to moving on to part number three.

**Part #2:** Develop a handout of sources (e.g., websites, videos, books) through which others may learn more about your chosen tool, skill, or rule.

**Part #3:** Provide feedback to **all** of your peers in this course, using a small sample of their writing. Remember that you are only responsible for mentoring your peers on your chosen grammatical tool, skill, or rule. *Objective 2*

### **3. Cengage APA Style Guide Scavenger Hunt (5 Points)**

I have found that students are rarely eager to learn about APA style, but a thorough knowledge of APA style is critical to your success as a doctoral student. Therefore, I have created this brief assignment to encourage you to familiarize yourself with APA style. This is an open-book quiz;

you can freely refer to the Cengage APA Style Guide throughout the quiz without penalty.

*Objective 2*

**4. Dissertation Mentor (5 Points)**

As professional counselors, we all value the concepts of wellness and self-care. Doctoral studies will test your limits in intellectual, interpersonal, and intrapersonal ways. As such, it is important to find the support you need to make it through this process. In this assignment, you will identify someone who has successfully navigated the dissertation process and is willing to serve as your mentor. The purpose of the dissertation mentor is solely to provide you with personal support and some words of wisdom; this role is NOT official. Ideally, you will seek mentorship from someone from your own program of study, but there are no restrictions on the person's discipline/program. To document successful completion of this "assignment," submit a document containing the following information: (a) your mentor's name and contact information, (b) your mentor's field of study and year of graduation, (c) the date/time and location of your first mentoring session, and (d) notes you took during the session.

**5. UWG Writing Center or SmartThinking Tutoring Session (10 Points)**

You will schedule and attend at least one 30-minute tutoring session through the [UWG Writing Center](#) or SmartThinking. Although I require only one session for this course, I strongly encourage you to schedule additional tutoring sessions, as needed. The point of this tutoring session is to provide an opportunity for you to receive mentoring on an area of academic writing with which you struggle. Therefore, the topic for this tutoring session is negotiable. Prior to attending the session, please email me ([jwhisenh@westga.edu](mailto:jwhisenh@westga.edu)) to tell me your chosen topic. I may provide additional feedback or simply tell you to proceed with your chosen topic. To document your completion of this assignment, you will submit a copy of the notes you took during this tutoring session. *Objective 2*

**6. Draft of Introduction and Literature Review (30 Points)**

This assignment includes the submission of four different times, three of which I will use to scaffold your learning and one of which I will use for grading purposes.

**Part #1: Draft of Introduction and Rationale:** In this part of the assignment, you will draft your introduction and rationale. After drafting this document, you will submit it to each of your peers, so that they may individually provide feedback to you on their chosen grammatical tool, skill, or rule (i.e., Grammar Aficionado). After receiving this feedback, you will revise your Introduction and Rationale accordingly and submit it for me to review.

**Part #2: Outline of Literature Review:** After thoroughly reviewing the literature base and identifying how those gaps in the literature relate to your program evaluation plan, you will create an outline of your literature review. This outline should demonstrate that you have a comprehensive understanding of the available literature, are able to synthesize the literature in a way that connects to your study, and can connect ideas within the literature to form a sequential/cohesive flow.

**Part #3: First Draft of Literature Review:** This draft of your literature view will cover approximately half of your outlined material. I will use this submission to provide constructive feedback that you can apply to your "final" draft. Prior to submitting this draft of your literature review, please make sure to use the "Spelling & Grammar" check that is built into Microsoft Word. To access this function, simply go to the "Review" tab and click "Spelling & Grammar."

The program will take you through the document, from start to finish, and identify a number of potential grammatical issues. Please note that some of the “issues” Word identifies are not applicable. So, use your discretion to filter through the changes that need to be made. If it is evident to me that you have not completed this step in the process, I will return the draft to you and ask that you revise and resubmit.

**Part #4: “Final” Draft of Literature Review:** This draft of your literature will be the final version submitted in this course. However, please understand that your literature will not be complete at the termination of this semester; we will work together to generate a working draft, which you will then submit to your dissertation chair for more extensive review. **Prior to submitting** this draft of your literature review, please make sure to do the following: (1) use the “Spelling & Grammar” check that is built into Microsoft Word, (2) submit this paper to SmartThinking for an “Essay Center 1 hr review” and a “Grammar & Documentation Review,” (3) incorporate the feedback given by your SmartThinking tutor, and (4) submit to TurnItIn and make revisions, as needed, to avoid plagiarism. *Objective 2*

**This is a TK20 Key Assessment. FAILURE TO SUBMIT ASSIGNMENTS DESIGNATED AS KEY ASSESSMENTS THROUGH TK20 WITHIN THE TIME FRAME DESIGNATED ON THE SYLLABUS WILL RESULT IN A GRADE OF 0 FOR THE ASSIGNMENT.**

### **7. Draft of Program Evaluation Plan (15 Points)**

For this assignment, you will not draft a chapter for your dissertation. Rather, you will draw up a plan to outline your program evaluation method. This plan does not need to be in essay format. There are three components of this assignment, which I have outlined below.

**Component #1: Evaluation Questions:** Drawing on what you learned in CEPD 9171, you will draft the program evaluation questions for your identified dissertation project.

**Component #2: Data Sources:** Again, drawing on what you learned in CEPD 9171, you will identify the data sources for your identified dissertation project. Remember that these data sources need to directly relate to your program evaluation questions, so that you are able to obtain the data you need to answer all of the questions you are asking.

**Component #3: Analytical Tools:** Drawing on what you are learning in EDSI 9961, you will identify the analytical tools needed to transform your data into consumable information. Helpful tutorials for quantitative data analysis are available through the [Atomic Learning website](#). Using your full UWG email credentials, you can log into the Atomic Learning site. Choose the tutorials for your respective edition of SPSS (only editions 14, 19, and 22 are available) or Microsoft Excel and review the tutorials that are pertinent to your program evaluation. If you plan to use a qualitative or mixed methods design, you will need to do some independent review of qualitative analysis methods in order to complete this assignment. I have provided some resources for you in D2L to aid in the process. *Objectives 1, 3-4*

### **Synchronous Online Meetings (Attendance is optional)**

There will be three synchronous online meetings held via GoToMeeting. Attendance at these meetings is optional. They will be consultative in nature; we will not cover lecture material during these meetings. Come prepared to discuss any questions/concerns you have. The meeting details are below.

<b>Date:</b>	<b>Time:</b>	<b>GoToMeeting log-in:</b>
Tuesday, September 8 <sup>th</sup>	3:00-4:00 pm, Eastern time	
Monday, October 5 <sup>th</sup>	3:30-4:30 pm, Eastern time	
Wednesday, November 18 <sup>th</sup>	4:00-5:00 pm, Eastern time	

### **Evaluation Procedures:**

<b>Assessment</b>	<b>Points</b>	<b>Assessment Tools</b>	<b>Submit via:</b>	<b>Due Date</b>
1. CITI Training	10	S/U	D2L dropbox	9-6-15
2. Grammar Aficionado	25	Rubric	D2L dropbox	9-13-15 for parts 1 & 2; 10-4-15 for part 3
3. Cengage APA Scavenger Hunt	5	Quiz	D2L quiz	9-13-15
4. Dissertation Mentor	10	S/U	D2L dropbox	9-27-15
5. Tutoring Session	5	S/U	D2L dropbox	10-25-15
6. Draft of Introduction and Literature Review	30	Rubric	D2L dropbox	10-11-15 for part 1; 10-18-15 for part 2; 11-1-15 for part 3; 11-15-15 for part 4
7. Draft of Program Evaluation Plan	15	Rubric	D2L dropbox	12-6-15
<b>Total</b>	<b>100</b>			

\*Assignments are due at 11:30 pm (ET), unless otherwise specified.

### **GRADING POLICY**

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

Grades are calculated based on the percentages above. Please note that any grade of F will result in dismissal from the program. Grades of C are considered unsatisfactory and will result in a review of student progress by the CEP faculty. Any graduate level student earning a grade of F or WF and/or two C's, regardless of her/his academic standing, will be suspended from the program.

### **CLASS, DEPARTMENT, AND UNIVERSITY POLICIES**

Diversity: The University of West Georgia affirms the equal dignity of each person by valuing cultural, ethnic, racial, and gender diversity in students, faculty, and staff. The Department of Clinical and Professional Studies (CPS) is committed to fostering an educational environment in which diversity is embraced. As such, CPS will not tolerate discrimination against any persons.

Professional Conduct: Students in this class are considered professionals-in-training and, as such, are expected to conduct themselves professionally. Professionalism includes behavior related to, but is not limited to, dress/clothing, written and oral communication, interpersonal interaction, confidentiality and privacy, and laws and ethical codes.

The counseling program at University of West Georgia leads directly to certification, licensure, and professional practice in the field of counseling. For this reason, should the instructor note any impairment in the judgment, interpersonal attributes, or intellectual functioning, this will be brought to the attention of the student and measures may be required for remediation. To graduate from the program, the student must be willing and able to endorse the ethical standards of the American Counseling Association.

Student Review: CEP has a procedure for the review of students regarding academic performance and appropriate counselor dispositions. (See Graduate Student Handbook for details.) If there is reason for concern revealed in class or during the completion of course assignments, the faculty may initiate a student review. If such a review occurs, the student will be made aware of the procedure. Reasons for student review may include, but are not limited to, unprofessional or inappropriate dispositions and/or behaviors.

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Student Handbook* and the *Graduate Catalog*.

Disability: The official UWG policy is contained in the link to the Common Language for Course Syllabi located on the Provost's website. All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. For more information, please contact Disability Services at the University of West Georgia: [http://www.westga.edu/studentDev/index\\_8884.php](http://www.westga.edu/studentDev/index_8884.php).

Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. *Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given.*

UWG Cares: If you or someone you know is in a distressing situation, support is available at <http://www.westga.edu/UWGCares/> The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

Attendance: This is a 100% online course. Completion of course materials marked “required” and all assignments is considered attendance in this course. Should I find that you have not reviewed any portion of the required course materials, I will consider that you have been absent from the course and will issue a grade deduction at the rate of five points per incomplete course module.

Late Work: All assignments are due on the date/time indicated on the course syllabus and should be submitted through the assignment link on CourseDen or as specified by the instructor. No email submissions will be accepted unless specified by the instructor.

Extra Credit: No extra credit opportunities will be offered for this class.

Late Work: Late work will not be accepted for this class, unless pre-approved by the instructor and for reasons related to valid university business and/or essential medical/dental care. Late work, when approved, must be submitted within 7 days of the initial deadline. Late assignments, if accepted, are subject to a penalty of half credit.

Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student’s responsibility to check this email account for important University related information. Communication may take place through D2L, but this is not the preferred means of communication.

Changes to The Syllabus: This syllabus is subject to change.

**TENTATIVE COURSE SCHEDULE**  
(Subject to change)

Dates	Module#/Topic	Textbook Readings	Assignments Due
August 24-30	Gearing up for the course	Roberts, Chpt 1	Register for Grammar Aficionado topic
August 31-September 6	#1: Ethics in Research	Roberts, Chpt 3	CITI Training
September 8-13	#2: Mechanics of writing	None	Cengage APA Scavenger Hunt; Grammar Aficionado, parts 1 & 2
September 14-20	#3: Style of writing	Roberts, Chpt 10	None
September 21-27	#4: Writing the introduction and rationale	Roberts, Chpt 11	Dissertation Mentor
September 28-October 4	#3: Mechanics of writing, cont...	None	Grammar Aficionado, part 3
October 5-11	#5: Identifying the purpose of the lit review	Pan, Chpts 1-4	Introduction & Literature Review, part 1
October 12-18	#5: Reviewing the literature and creating an outline	Pan, Chpts 5-7; Roberts, Chpt 9	Introduction & Literature Review, part 2
October 19-25	#5: Drafting the lit review	Pan, Chpts 8-11; 14	UWG Writing Center or SmartThinking Tutoring Session
October 26-November 1	#5: Drafting the lit review, cont...	Pan, Chpts 8-11; 14	Introduction & Literature Review, part 3
November 2-8	#5: Revising and finalizing the lit review	Pan, Chpts 12-13	None
November 9-15	#5: Revising and finalizing the lit review, cont...	Pan, Chpts 12-13	Introduction & Literature Review, part 4
November 16-22	#6: Identifying the method	Roberts, Chpt 12	None
November 30-December 6	#6: Drafting the program evaluation plan	Roberts, Chpt 12	Program Evaluation Plan
December 7-10	Course wrap-up		None

**All assignments are due on Sundays at 11:30 pm Eastern time, unless otherwise specified.**

**\*\*Required course materials (readings, videos, webinars, podcasts, PPTs, etc.) are indicated accordingly in each module. Materials that I have not labeled "required" are optional, but I strongly encourage you to review them.**

**Grammar Aficionado, Part #1 (5 points)**

Criterion	Possible Points
<i>Note: Review 2-4 pages for Part #1.</i>	
Student identified her/his chosen grammatical tool, skill, or rule. (prerequisite)	--
Student identified all instances in which the original author incorrectly used the identified grammatical tool, skill, or rule.	1
Student provided an accurate correction to the original writing, which demonstrates correct use of her/his chosen grammatical tool, skill, or rule.	1
Student provided a clear, but succinct, explanation of her/his chosen grammatical tool, skill, or rule (i.e., how the original writing should be corrected).	1
Student's tone was constructive, but not punitive.	1
Student identified instances in which the original author correctly used the identified grammatical tool, skill, or rule, if applicable.	1
<p>Topics include the following: 1) <a href="#">punctuation</a>, including <a href="#">commas</a>; 2) <a href="#">active voice and passive voice</a>; 3) <a href="#">transitions</a>; 4) <a href="#">parallel structure</a>; 5) <a href="#">pronouns and pronoun/antecedent agreement</a>; 6) <a href="#">sentence fragments and run-on sentences</a>; 7) <a href="#">paragraph structure</a>; 8) <a href="#">APA style lists</a>; 9) <a href="#">APA style references</a>; and 10) <a href="#">APA style in-text citations</a>.</p> <p>One student may register for each topic.</p>	

**Grammar Aficionado, Part #2 (5 points)**

Criterion	Possible Points
Student provided a clear, but succinct, explanation of her/his chosen grammatical tool, skill, or rule.	1
Student provided at least two examples of the incorrect and correct use of her/his chosen grammatical tool, skill, or rule.	1
Student provided hyperlinks to at least two sources that provide a written explanation of the grammatical rule, tool, or skill.	1
Student provided a hyperlink to at least one video explanation of the grammatical rule, tool, or skill.	1
Writing is grammatically correct and intelligible. Handout is well organized.	1

**Grammar Aficionado, Part #3 (15 points)**

Criterion	Possible Points
<i>For all peers enrolled in the course, review 3-4 pages of their Introduction draft and provide feedback on their use of the tool, skill, or rule you chose for this assignment. (Note: The person who specializes in APA style references should review no more than 8 references per peer.)</i>	
Student identified her/his chosen grammatical tool, skill, or rule. (prerequisite)	--
Student identified all instances in which the original author incorrectly used the identified grammatical tool, skill, or rule.	3
Student provided an accurate correction to the original writing, which demonstrates correct use of her/his chosen grammatical tool, skill, or rule.	3
Student provided a clear, but succinct, explanation of her/his chosen grammatical tool, skill, or rule (i.e., how the original writing should be corrected).	3
Student's tone was constructive, but not punitive.	3
Student identified instances in which the original author correctly used the identified grammatical tool, skill, or rule, if applicable.	3
<b>Students will provide peer ratings based on the following five-star rating system.</b>	
My peer's performance on the five established criteria (see above) meets or exceeds expectations; my peer has demonstrated expert knowledge of her/his identified grammatical tool, skill, or rule.	5 stars
My peer's performance on the five established criteria does not fully meet expectations; my peer has demonstrated basic knowledge of her/his identified grammatical tool, skill, or rule. She/he may not have identified all instances in which the original writing required revision, correctly revised the original writing, and/or explained how the original writing should be corrected.	4 stars
My peer's performance on the five established criteria does not meet expectations; my peer has demonstrated limited knowledge of her/his identified grammatical tool, skill, or rule. She/he did not identify all instances in which the original writing required revision, correctly revise the original writing, and/or explain how the original writing should be corrected. Her/his tone may have been punitive.	3 stars
My peer's performance on the five established criteria does not meet expectations; my peer has demonstrated inadequate knowledge of her/his identified grammatical tool, skill, or rule. She/he did not identify all instances in which the original writing required revision, correctly revise the original writing, or explain how the original writing should be corrected. Her/his tone may have been punitive.	2 stars
My peer's performance on the five established criteria does not meet expectations; my peer has demonstrated almost no knowledge of her/his identified grammatical tool, skill, or rule. She/he did not identify all instances in which the original writing required revision, correctly revise the original writing, or explain how the original writing should be corrected. Her/his tone was punitive.	1 star

**“Final” Draft of Introduction and Literature Review**

Criterion	Possible Points
Introduction provides a clear and succinct overview of the paper, highlighting key information and presenting a strong rationale.	5
Review of the literature provides a summary of relevant key literature, which is clearly connected to the study rationale.	5
Review of the literature is fluidly written, providing a sense of cohesion between ideas.	5
Review of the literature provides strong theoretically grounded support for the respective dissertation study.	5
Writing is grammatically correct and APA compliant.	5
Student has complied with the required dissertation structure/format.	5
<b>Prior to submitting</b> this draft of your literature review, please make sure to do the following: (1) use the “Spelling & Grammar” check that is built into Microsoft Word, (2) submit this paper to SmartThinking for an “Essay Center 1 hr review” and a “Grammar & Documentation Review,” (3) incorporate the feedback given by your SmartThinking tutor, and (4) submit to TurnItIn and make revisions, as needed, to avoid plagiarism.	

**Draft of Program Evaluation Plan**

Criterion	Possible Points
Student has provided program evaluation questions that are clear, specific, and measurable. These questions are written in a way that is consistent with the research method (i.e., quantitative questions vs. qualitative questions).	3
Student has provided a summary of relevant data sources, through which she/he can assess all program evaluation questions. These data sources are accessible and use of the data complies with all UWG IRB research ethic guidelines.	3
Student has provided a comprehensive summary of qualitative and/or quantitative analytic tools that will permit her/him to analyze the projected data to answer the program evaluation questions.	3
Student has supported her/his choice of analytic tools with references to established literature.	3
Student has identified potential limitations of her/his chosen research method and has identified ways to minimize the negative effect of these limitations on her/his analysis.	3