



**College of Education and Human Development
Division of Special Education and disAbility Research**

Spring 2013

EDSE 842 001: Application of Research Methodology in Special Education
CRN: 10710, 3 - Credit(s)

Instructor: Dr. Anna Evmenova	Meeting Dates: 01/22/13 - 05/15/13
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Office Hours: Tuesdays 3:00-4:00	Meeting Location: Fairfax, Finley 114

***Note:** This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.*

Course Description

Provides knowledge and skills in the application of research methodology in special education. Topics include methods for conducting survey research, experimental and quasi-experimental research, research involving correlation and regression, and qualitative research. Emphasizes application to specific issues in special education research.

Prerequisite(s): Admission to PhD in education program, or permission of instructor

Co-requisite(s): Admission to PhD in education program, or permission of instructor

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703)993-3145 for assistance. All other students should refer to their faculty advisor.

Nature of Course Delivery

[Instructors, please revise in accordance with your specific course format]

Learning activities include the following:

1. Class lecture and discussion
2. Application activities

3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Learner Outcomes

Upon completion of this course, students will have:

- Describe the strengths and limitations of single subject research designs in special education research.
- Describe basic procedures involving single subject research designs.
- Evaluate previous research that has employed single subject research methodology.
- Design future special education research using single subject methodology.
- Describe the strengths and limitations of qualitative research designs in special education research.
- Evaluate previous research that has employed qualitative research methodology.
- Design future special education research using qualitative methodology.
- Describe the strengths and limitations of survey research designs in special education research.
- Evaluate previous research that has employed survey research methodology.
- Design future special education research using survey methodology.
- Describe the strengths and limitations of group-experimental research designs in special education research.
- Describe basic procedures involving group-experimental research designs.
- Evaluate previous special education research that has employed group-experimental research methodology.
- Design future special education research using group-experimental methodology.

Required Textbooks

There are no required textbooks in this course. Course discussions will be based on article readings listed below.

Berkeley, S., Mastropieri, M. A., & Scruggs, T. E. (2011). Reading comprehension strategy instruction and attribution retraining for secondary students with disabilities. *Journal of Learning Disabilities, 44*, 18-32. doi: 10.1177/0022219410371677.

Berry, R.A.W. (2006). Inclusion, power, and community: Teachers and students interpret the language of community in an inclusion classroom. *American Educational Research Journal, 43*, 489-529. doi: 10.3102/00028312043003489

- Brantlinger, E., Jiminez, R., Klingner, J., Pugach, M., & Richardson, V. (2005). Qualitative studies in special education. *Exceptional Children*, 71, 195-207. Retrieved from <http://www.cec.sped.org/content/NavigationMenu/Publications2/exceptionalchildren>
- Buckley, C. Y. (2005). Establishing and maintaining collaborative relationships between regular and special education teachers in middle school social studies inclusive classrooms. In T.E. Scruggs & M.A. Mastropieri (Eds.), *Advances in learning and behavioral disabilities: Vol. 18. Cognition and learning in diverse settings* (pp. 161-208). Oxford, UK: Elsevier.
- Carter, E. W., Moss, C. K., Hoffman, A., Chung, Y., & Sisco, L. (2011). Efficacy and social validity of peer support arrangements for adolescents with disabilities. *Exceptional Children*, 78, 107-125. Retrieved from <http://www.cec.sped.org/content/NavigationMenu/Publications2/exceptionalchildren>
- Cassella, M. D., & Sidener, T. M. (2011). Response interruption and redirection for vocal stereotypy in children with autism: A systematic replication. *Journal of Applied Behavior Analysis*, 44, 169-173. doi: 10.1901/jaba.2011.44-169
- Chard, D. J., Ketterlin-Geller, L. R., Baker, S. K., Doabler, C., & Apichatabutra, C. (2009). Repeated reading interventions for students with learning disabilities: Status of the evidence. *Exceptional Children*, 75, 263 – 282. Retrieved from <http://www.cec.sped.org/content/NavigationMenu/Publications2/exceptionalchildren>
- Cook, L., Cook, B. G., Landrum, T. J., & Tankersley, M. (2008). Examining the role of group experimental research in establishing evidence-based practices. *Intervention in School and Clinic*, 44, 76 – 82. doi: 10.1177/1053451208324504
- Cook, B. G., Tankersley, M., & Landrum, T. J. (2009). Determining evidence-based practices in special education. *Exceptional Children*, 75, 365 – 384. Retrieved from <http://www.cec.sped.org/content/NavigationMenu/Publications2/exceptionalchildren>
- Cullinan, D., Osborne, S., & Epstein, M. H. (2004). Characteristics of emotional disturbance among female students. *Remedial and Special Education*, 25, 276-290. doi: 10.1177/07419325040250050201
- Cutler, L., & Graham, S. (2008). Primary grade writing instruction: A national survey. *Journal of Educational Psychology*, 100, 907-919. doi:10.1037/a0012656
- Gersten, R., Baker, S. K., Smith-Johnson, J., Dimino, J., & Peterson, A. (2006). Eyes on the prize: Teaching complex historical content to middle school students with learning disabilities. *Exceptional Children*, 72, 264-280. Retrieved from <http://www.cec.sped.org/content/NavigationMenu/Publications2/exceptionalchildren>
- Gersten, R., Fuchs, L.S., Compton, D., Coyne, M., Greenwood, C., & Innocenti, M. S. (2005). Quality indicators for group experimental and quasi-experimental research in special

- education. *Exceptional Children*, 71, 149-164. Retrieved from <http://www.cec.sped.org/content/NavigationMenu/Publications2/exceptionalchildren>
- Glago, K., Mastropieri, M. A., & Scruggs, T. E. (2009). Improving problem solving of elementary students with mild disabilities. *Remedial and Special Education*, 30, 372-380. doi: 10.1177/0741932508324394
- Harry, B., Klingner, J. K., & Hart, J. (2005). African American families under fire: Ethnographic views of family strengths. *Remedial and Special Education*, 26, 101-112.
- Hine, J. F., & Wolery, M. (2006). Using point-of-view video modeling to teach play to preschoolers with autism. *Topics in Early Childhood Special Education*, 26, 83-93.
- Horner, R. H., Carr, E. G., Halle, J., McGee, G., Odom, S., & Wolery, M. (2005). The use of single-subject research to identify evidence-based practice in special education. *Exceptional Children*, 71, 165-179. Retrieved from <http://www.cec.sped.org/content/NavigationMenu/Publications2/exceptionalchildren>
- Hughes, C.A., Ruhl, K.L., Schumaker, J.B., & Deshler, D.D. (2002). Effects of instruction in an assignment completion strategy on the homework performance of students with learning disabilities in general education classes. *Learning Disabilities Research and Practice*, 17, 1-18. doi: 10.1111/1540-5826.00028
- Lane, K. L., Kalberg, J. R., & Shepcaro, J. C. (2009). An examination of the evidence base for function-based interventions for students with emotional and/or behavioral disorders attending middle and high schools. *Exceptional Children*, 75(3), 321-341. Retrieved from <http://www.cec.sped.org/content/NavigationMenu/Publications2/exceptionalchildren>
- Litvak, M. S., Ritchie, K. C., & Shore, B. (2011). High- and average-achieving students' perceptions of disabilities and of students with disabilities in inclusive classrooms. *Exceptional Children*, 77, 474-487.
- Mastropieri, M. A., Scruggs, T. E., Norland, J., Berkeley, S., McDuffie, K., Tornquist, E. H., & Conners, N. (2006). Differentiated curriculum enhancement in inclusive middle school science: Effects on classroom and high-stakes tests. *Journal of Special Education*, 40, 130-137. doi: 10.1177/00224669060400030101
- Mastropieri, M. A., Scruggs, T. E., Cerar, N. I., Allen-Bronaugh, D., Thompson, C., Guckert, M., Leins, P., Hauth, C., & Cuenca-Sanchez, Y. (2012). Fluent persuasive writing with counterarguments for students with emotional disturbance. *Journal of Special Education*, doi: 10.1177/0022466912440456. Retrieved from <http://sed.sagepub.com/content/early/2012/03/29/0022466912440456>

- Mastropieri, M.A., Scruggs, T.E., Mills, S., Irby, N., Cuenca-Sanchez, Y., Bronaugh, D.A., Thompson, C., Guckert, M., & Regan, K. (2009). Teaching students with emotional disabilities to write fluently. *Behavioral Disorders, 35*, 19-40.
- Moyson, T., & Roeyers, H. (2011). The quality of life of siblings of children with autism spectrum disorder. *Exceptional Children, 78*, 41-55. Retrieved from <http://www.cec.sped.org/content/NavigationMenu/Publications2/exceptionalchildren>
- Montague, M., & Dietz, S. (2009). Evaluating the evidence-base for cognitive strategy instruction and mathematical problem solving. *Exceptional Children, 75*, 285 – 303. Retrieved from <http://www.cec.sped.org/content/NavigationMenu/Publications2/exceptionalchildren>
- Neal, L. I., McCray, A. D., Webb-Johnson, G., & Bridgest, S. T. (2003). The effects of African American movement styles on teachers' perceptions and reactions. *Journal of Special Education, 37*, 49-57. doi: 10.1177/00224669030370010501
- Odom, S. L., Brantlinger, E., Gersten, R., Horner, R. H., Thompson, B., & Harris, K R. (2005). Research in special education: Scientific methods and evidence-based practices. *Exceptional Children, 71*, 137 – 148. Retrieved from <http://www.cec.sped.org/content/NavigationMenu/Publications2/exceptionalchildren>
- Praisner, C. L. (2003). Attitudes of elementary principals toward the inclusion of students with disabilities. *Exceptional Children, 69*, 135-145. Retrieved from <http://www.cec.sped.org/content/NavigationMenu/Publications2/exceptionalchildren>
- Rafdal, B. H., McMaster, K. L., McConnell, S. R., Fuchs, D., & Fuchs, L. S. (2011). The effectiveness of kindergarten peer-assisted learning strategies for students with disabilities. *Exceptional Children, 77*, 299-316. Retrieved from <http://www.cec.sped.org/content/NavigationMenu/Publications2/exceptionalchildren>
- Regan, K.S., Mastropieri, M. A., & Scruggs, T. E. (2005). Promoting expressive writing among students with emotional and behavioral disturbance via dialogue journals. *Behavioral Disorders, 31*, 33-50.
- Repie, M. S. (2005). A school mental health issues survey from the perspectives of general and special education teachers, school counselors, and school psychologists. *Education & Treatment of Children, 28*, 279-298.
- Scruggs, T. E., & Mastropieri, M. A. (1996). Teacher perceptions of mainstreaming/ inclusion, 1958-1995: A research synthesis. *Exceptional Children, 63*, 59-74. Retrieved from <http://www.cec.sped.org/content/NavigationMenu/Publications2/exceptionalchildren>
- Scruggs, T. E., & Mastropieri, M. A. (2013). PND at 25: Past, present and future trends in summarizing single subject research. *Remedial and Special Education, 34*, 9-19. doi: 10.1177/0741932512440730.

- Scruggs, T. E., Mastropieri, M. A., Berkeley, S., & Graetz, J. (2010). Do special education interventions improve learning of secondary content? A meta analysis. *Remedial and Special Education, 36*, 437-449. doi: 10.1177/0741932508327465
- Scruggs, T. E., Mastropieri, M. A., & McDuffie, K. A. (2007). Co-teaching in inclusive classrooms: A meta-synthesis of qualitative research. *Exceptional Children, 73*, 392-416. Retrieved from <http://www.cec.sped.org/content/NavigationMenu/Publications2/exceptionalchildren>
- Seo, S., Brownell, M. T., Bishop, A. G., & Dingle, M. (2008). An examination of beginning special education teachers' classroom practices that engage elementary students with learning disabilities in reading instruction. *Exceptional Children, 75*, 97-122. Retrieved from <http://www.cec.sped.org/content/NavigationMenu/Publications2/exceptionalchildren>
- Simpkins, P. M., Scruggs, T. E., & Mastropieri, M. A. (2009). Differentiated curriculum enhancements in inclusive 5th grade science classes. *Remedial and Special Education, 30*, 300-308. doi: 10.1177/0741932508321011
- Snell, M. E., & Janney, R. E. (2000). Teachers' problem-solving about children with moderate and severe disabilities in elementary classrooms. *Exceptional Children, 66*, 472-490. Retrieved from <http://www.cec.sped.org/content/NavigationMenu/Publications2/exceptionalchildren>
- Tankersley, M., Cook, B. G., & Cook, L. (2008). A preliminary examination to identify the presence of quality indicators in single-subject research. *Education and Treatment of Children, 31*, 523-548. doi:10.1353/etc.0.0027
- Wanzek, J., Vaughn, S., Roberts, G., & Fletcher, J. M. (2011). Efficacy of a reading intervention for middle school students with learning disabilities. *Exceptional Children, 78*, 73-87.
- Wehmeyer, M. L., Palmer, S. B., Smith, S. J., Parent, W., Davis, D. K., & Stock, S. (2006). Technology use by people with intellectual and developmental disabilities to support employment activities: A single-subject design meta analysis. *Journal of Vocational Rehabilitation, 24*, 81-86. Retrieved from <http://www.iospress.nl/journal/journal-of-vocational-rehabilitation/>

*Articles are available on-line, through ejournals. Read PDF versions whenever possible. For each research article, be prepared in class to discuss each of the following:

- What was the **purpose** of the investigation?
- What were the **research questions**?
- Who were the **participants**?
- What were the **data sources**?
- What **materials** were employed?

- What were the **research procedures**?
- What were **data analysis** procedures?
- What **conclusions** were drawn?
- What were the **limitations** of the investigation?
- How could you **replicate and extend** this study (e.g., for your dissertation)?

For non-research, methodological papers, be prepared in class to discuss each of the following:

- What is the **purpose** of the article?
- What are the **major points** under each subheading?
- How can the article be **summarized**?
- How is this article **useful** in planning/designing research?

Recommended Textbooks

American Psychological Association (2001). *Publication manual* (5th ed). Washington, DC: Author.

Bickel, R. (2007). *Multilevel analysis for applied research*. New York: Guilford.

Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Thousand Oaks, CA: Sage.

Fowler, F. J. (2008). *Survey research methods* (4th ed.). Thousand Oaks, CA: Sage.

Gravetter, F. J., & Wallnau, L. B. (2008). *Statistics for the behavioral sciences*. Florence, KY: Cengage/Wadsworth.

Green, S. B., & Salkind, N. J. (2007). *Using SPSS for Windows and Macintosh: Analyzing and understanding data* (5th Ed.) Upper Saddle River, NJ: Prentice Hall.

Kennedy, C. H. (2005). *Single-case designs for educational research*. Boston: Allyn & Bacon.

Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). *Quasi-experimentation: Design and analysis issues for field settings*. Boston: Houghton Mifflin.

Siegel, S., & Castellan, N. J. (1988). *Nonparametric statistics for the behavioral sciences* (2nd ed.). New York: McGraw-Hill.

Yin, R. K. (2002). *Case study research: Design and methods* (5th ed.). Thousand Oaks, CA: Sage.

Required Resources

Required Access to Course Blackboard Site (9.1)

Blackboard will be used to post important information for this course. Plan to access the Bb site several times per week; announcements and resources are posted on the Bb site in between class sessions. You are responsible for accessing the materials – for printed copies, etc. prior to class. <http://mymason.gmu.edu>. Your user ID and password will remain the same. Click the Login tab. Your Login and password is the same as your George Mason e-mail login. Once you enter, select EDSE 842 course.

Additional Readings

Additional readings will be provided by the instructor.

Course Relationship to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program. This program complies with the standards for special educators established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC Standards are listed on the following website: <http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/>.

GMU POLICIES AND RESOURCES FOR STUDENTS:

- a.* Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- b.* Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- c.* Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- d.* The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- e.* Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- f.* Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See <http://cehd.gmu.edu/values/>]

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Course Policies & Expectations

Attendance.

Due to the importance of lecture and discussion to your total learning experience, you must both attend and participate in class regularly. Attendance, punctuality, preparation, and active contribution are essential.

Late Work.

All assignments must be submitted *on or before* the assigned due date. In fairness to students who make the effort to submit work on time, **5% of the total assignment points will be deducted each day from your grade for late assignments.**

Grading Scale

95-100 points = A

90-94 points = A-

87-89 points = B+

83-86 points = B

80-82 points = B-

79 points and below = C

Assignments

NCATE/TaskStream Assignments.

There are no NCATE/TaskStream Assignments for this course.

Common Assignments.

There are no Common Assignments for this course.

Other Assignments.

1. Class attendance and participation in discussion and group activities (10 points)

2. Four written method sections (15 points each), employing single-subject, qualitative, survey, and group-experimental or quasi-experimental methodology. Method sections should be 5-7 pages maximum for each proposal (not including title page, abstract, and references), following APA (6th ed.) format (see sample manuscript). Subheadings should ordinarily include the following:
 - Introduction/Brief Literature Review (1-2 pages)
 - Purpose Statement
 - Research Questions
 - Method (4-5 pages)
 - Research Design
 - Participants and setting (when applicable)
 - Data Sources/Dependent Variables
 - Materials/Instruments
 - Data Collection Procedures
 - Validity and Reliability
 - Data Analysis
 - Anticipated Results/Discussion (1 page)
 - References

- 3-4. Midterm and final exams of methodological knowledge and skills (15 points each).

Evaluation in Summary

1. Class participation: 10 points
2. Method sections (4): 60 points (15 points each)
3. Midterm : 15 points
4. Final: 15 points

Schedule

Date	Class Topic	Reading & Assignments Due
Tuesday, January, 22	Introduction/Organization: Pretest; research traditions; common methodological concerns; nomothetic vs ideographic methods; causation; internal and external validity; dependent and independent variables; the problem of induction	Cook, Tankersley, and Landrum (2009) Odom et al. (2005)
Tuesday, January, 29	<i>Single-subject research</i> : Designs and methodological concerns. Guest Speaker: Dr. Kelley Regan	Cassella and Sidener (2011) Horner et al. (2005) Regan, Mastropieri, and Scruggs (2005)

		Tankersley, Cook, and Cook (2008)
Tuesday, February, 5	<i>Single-subject research II.</i> Applications and issues; research synthesis. Guest Speaker: Dr. Margo Mastropieri	Carter et al. (2011) Lane, Kalberg, and Shepcaro (2009) Mastropieri et al. (2009) Mastropieri et al. (2012)
Tuesday, February, 12	<i>Single-subject research III.</i> Applications, randomization tests.	Hine and Wolery (2006) Hughes et al. (2002) Scruggs and Mastropieri (2013) Wehmeyer et al. (2006) Bring Your Own Article
Tuesday, February, 19	<i>Qualitative research designs.</i> Internal and external validity.	Brantlinger, Jiminez, Klingner, Pugach, and Richardson (2005) Berry (2006) (esp. pp. 499-520) Snell and Janney (2000) Method Section I
Tuesday, February, 26	<i>Qualitative research designs II.</i> Applications, data analysis	Harry, Klingner, and Hart (2005) Moyson and Roeyers (2011) Seo, Brownell, Bishop, and Dingle (2008) Bring Your Own Article
Tuesday, March, 5	<i>Qualitative research designs III.</i> NVIVO 8 demonstration	Buckley (2005) (particularly pp. 7-36); Scruggs, Mastropieri, and McDuffie (2007) Midterm Exam
No Class – Tuesday, March 12th (Spring Break)		
Tuesday, March, 19	<i>Survey research.</i> Methods.	Cutler and Graham (2008) Litvak, Ritchie, and Shore (2011) Repie (2005) Method Section II
Tuesday, March, 26	<i>Survey research II.</i> Applications, synthesis; Guest Speaker: Dr. Tom Scruggs	Praisner (2003) Scruggs and Mastropieri (1996). Bring Your Own Article
No Class – Tuesday, April 2nd (Council for Exceptional Children Conference)		
Tuesday, April, 9	<i>Group-experimental research.</i> Assumptions of ANOVA; threats to validity; random assignment.	Cook, Cook, Landrum, and Tankersley (2008) Gersten et al. (2006) Gersten et al. (2005) Rafdal et al. (2011)
Tuesday, April, 16	<i>Group-experimental research II.</i> Experimental and quasi-experimental	Montague and Dietz (2009) Chard, Ketterlin-Geller,

	designs.	Baker, and Doabler (2009) Glago, Mastropieri, and Scruggs (2009) Method Section III
Tuesday, April, 23	<i>Group-experimental research III.</i> Quasi-experimental designs: comparative designs for pre-existing groups. Unit of analysis Guest presenter: Dr. Sheri Berkeley	Berkeley, Mastropieri, and Scruggs (2011) Cullinan, Osborne, and Epstein (2004) Neal, et al. (2003) Bring Your Own Article
Tuesday, April, 30	<i>Group-experimental research IV.</i> Ceiling and floor effects; one within/one-between designs; multiple statistical tests; crossover designs; factorial designs; meta-analysis.	Mastropieri et al. (2006) Simpkins, Scruggs, and Mastropieri (2009) Scruggs, Mastropieri, Berkeley, and Graetz (2010) Wanzek, Vaughn, Roberts, and Fletcher (2011)
Tuesday, May 7	Final Exam	Method Section IV Final exam

Appendix

RUBRIC FOR CLASSROOM PARTICIPATION

MINIMAL	GOOD	OUTSTANDING
The student is late for class. Absences are not documented by following the procedures outlined in the syllabus. The student is not prepared for class and does not actively participate in discussions. May fail to exhibit professional behavior and dispositions. Excessive absences can result in additional penalties - 7 or less pts	The student is on time, prepared for class, and participates in group and class discussions. The student attends most classes and if an absence occurs, the procedure outlined in the syllabus is followed - 8-9pts	The student attends all classes, is on time, and is prepared. The student actively participates and supports the members of the class - 10pts

RUBRIC FOR METHOD SECTION ASSIGNMENTS (60 points total)

UNSATISFACTORY / NO PAPER	INADEQUATE PAPER	MARGINAL PAPER	ADEQUATE PAPER	EXEMPLARY PAPER
Paper with no value whatsoever relative to the assignment, or no paper turned in at all. - 0 pts	Paper with substantial problems in important areas such as writing, description of participants, data sources, procedures, data analysis, or overall thoughtfulness. Contains little or no information of value to the field of education. - 1-6 pts	Overall, acceptable but with one or more significant problems. Contains some useful information, but may have substantial problems with the evaluation, writing style/APA format, or unclear or inappropriate description of methodology. - 7-10 pts	Good overall paper, lacking in one or two of the criteria for an exemplary paper. Not entirely clear and thorough, and/or may have neglected specific components relevant to the methodology; minor writing style or APA format errors may be present. - 11-13 pts	Appropriate topic, clearly and directly written, thorough description of participants, data sources, and procedures. Adequate design, analysis, and general understanding/interpretation of the relevant methodology; good writing style, free of mechanical or stylistic errors, appropriate and correct use of APA format. - 14-15 pts

RUBRIC FOR MID-TERM AND FINAL EXAMINATIONS (30 points total)

For each open-ended test item:

INADEQUATE RESPONSE	MARGINAL RESPONSE	ADEQUATE RESPONSE	EXEMPLARY RESPONSE
Weak response that does not appear to reflect course content or activities. May include inaccurate information - 0-0.5 pt	Provides some relevant information, but does not demonstrate overall a clear or complete understanding of the relevant concepts. - 1 pt	Provides direct and relevant response to question, provides accurate information directly relevant to class readings, notes, or activities. May provide less information, less elaboration, or a less thoughtful overall response than an exemplary response. - 1.5 pts	Provides direct and thorough response to question, defines relevant terms, and provides specific examples or instances of the concepts being discussed. Answer is directly reflective of lecture, readings, activities, or assignments, or other material of direct relevance to class. - 2 pts

