

*You'd be amazed how much research you can get done when you have no life whatsoever.*  
-- Ernest Cline

For this final paper you are to demonstrate your ability to generate (design) three different types of research (non-experimental, experimental, and quasi-experimental). This will involve four components each: (1) Each design must address the research problem either entirely or at least in some part, (2) The design should include a description of how participants will be recruited (how many, from where, etc.), (3) A discussion of what type of analysis should be performed on what data (e.g., chi square, or correlation, etc.), and finally (4) describe the results or outcomes that are expected (using statistical language, as in, “*a significant main effect of color is expected in which students taught in a red room will outperform students in the green room*”). **The guidelines below reflect the grading approach that I will be taking.**

**ALL PAPERS [MSWORD FORMAT ONLY] ARE DUE VIA EMAIL ON FRIDAY 04/19/2024, 5:00PM!**

### 0 General:

- \_\_\_\_\_ (3) There is a clear summary of the research issue examined across all proposals.
- \_\_\_\_\_ (3) Terms and concepts are appropriate and operationally defined.
- \_\_\_\_\_ (2) There is no duplication of effort across designs (one design could not be reasonably substituted for another). For example, it would be bad to propose an experimental design and a quasi-experimental design that are identical except in the quasi you have added “sex” as an additional independent variable.
- \_\_\_\_\_ (2) Good mechanics: Spelling, grammar, clarity, double-spaced, 1-inch margins, etc.

### 1 Non-Experiment:

- \_\_\_\_\_ (2) The proposal is closely tied (relevant) to the research question.
- \_\_\_\_\_ (2) The design is truly non-experimental in nature.
- \_\_\_\_\_ (1) Includes a clear and appropriate statement of how participants will be selected.
- \_\_\_\_\_ (1) The design allows for some preliminary conclusions to be drawn (i.e., it is not serving merely as a vehicle for getting to the other designs).
- \_\_\_\_\_ (1) No obvious misunderstandings of important terms or concepts.
- \_\_\_\_\_ (1) Includes a brief but clear and correct description of how the data will be analyzed (chi square, correlation, ANOVA, etc.; what variables are included, etc.).
- \_\_\_\_\_ (1) Includes a brief but clear discussion of what outcome(s) would support the research question/hypothesis as well as what outcome(s) would refute the research question/hypothesis in the present study.
- \_\_\_\_\_ (1) Research materials are adequately described (e.g., existing measures are cited appropriately, created measures such as surveys are included, etc.).

### 2 Quasi-Experiment:

- \_\_\_\_\_ (1) The proposal is closely tied to the research question.
- \_\_\_\_\_ (2) The design is truly quasi-experimental in nature (the quasi-independent variable is clearly related to the research question) and there are no obvious misunderstandings of important terms or concepts.
- \_\_\_\_\_ (1) A clear statement of design is included (number and levels of independent variables) and research materials are adequately described (e.g., existing measures are cited, created measures like surveys are included, etc.).

- \_\_\_\_\_ (1) Descriptions of the dependent variable are clear and the (primary) dependent variable does NOT rely on data that are less than interval or ratio.
- \_\_\_\_\_ (1) Includes a clear and appropriate statement of how participants will be selected.
- \_\_\_\_\_ (1) There is a clear and correct description of how the data will be analyzed (ANOVA, correlation, chi square, etc.; what variables are included, etc.).
- \_\_\_\_\_ (1) Includes a brief but clear discussion of what outcome(s) would support the research question/hypothesis as well as what outcome(s) would refute the research question/hypothesis in the present study.
- \_\_\_\_\_ (2) The design allows for conclusions to be drawn (i.e., no design problems such as confounds, experimenter bias, etc.).

### 3 Experiment:

- \_\_\_\_\_ (1) The proposal is closely tied to the research question.
- \_\_\_\_\_ (2) The design is truly experimental in nature and there are no obvious misunderstandings of important terms or concepts.
- \_\_\_\_\_ (1) A clear statement of design is included (number and levels of independent variables) and research materials are adequately described (e.g., existing measures are cited, created measures like surveys are included, etc.).
- \_\_\_\_\_ (1) Descriptions of the dependent variable are clear and the (primary) dependent variable does NOT rely on data that are less than interval or ratio.
- \_\_\_\_\_ (1) Includes a clear and appropriate statement of how participants will be selected.
- \_\_\_\_\_ (1) There is a clear and correct statement of how the data will be analyzed (ANOVA, correlation, chi square, etc.; what variables are included, etc.).
- \_\_\_\_\_ (1) Includes a brief but clear discussion of what outcome(s) would support the research question/hypothesis as well as what outcome(s) would refute the research question/hypothesis in the present study.
- \_\_\_\_\_ (2) The design allows for causal conclusions to be drawn (i.e., no design problems such as confounds, experimenter bias, etc.).



"I call it, 'Research Paper Lite.' It contains a third fewer facts, but you'd never know it."



"It's all original research. I had no assistance when I looked it up on Wikipedia."