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| **Student** | **Wendy Thompson** |  |  |
| **NSG6101 Week 3 Research Proposal Draft** | Excellent | Proficient | Basic | Needs Improvement |
| **Required Content  “**Background and Significance Section articulates the problem and need for the proposed innovation**. "** | **10 Points**  Student provided a fully developed description of the background and significance section with insightful analysis of concepts and related issues. | **7 Points**  Student provided a developed description of the background and significance section with reasonable analysis of concepts and related issues. | **5 points**  Student provided a minimally developed description of the background and significance section with limited analysis of concepts and related issues. | **0 (0%) – 1 point**  Student provided a under-developed description of the background and significance section with little or no analysis of concepts and related issues. |
| **“Statement** of the Problem and Purpose of the Study is appropriate and supported with evidence.**"** | **10 Points**  Student provided a fully developed description of the statement of the problem and purpose of the study is appropriate and supported with evidence with insightful analysis and provided supportive evidence for the problem identified. . | **7 Points**  Student provided a developed description of the problem and purpose of the study is appropriate with insightful analysis and provided supportive evidence for the problem identified with reasonable analysis of concepts and related issues. | **5 Points**  Student provided a minimally developed description of the required problem and purpose of the study is appropriate with limited analysis of supportive evidence for the problem identified. . | **0-4 Points**  Student provided an under-developed description of the problem and purpose of the study is appropriate with little or no analysis of supportive evidence for the problem identified. |
| **Research Question is appropriate and meets all criteria. "** | **5 points**  Student provided a fully developed research Question is appropriate with insightful analysis of concepts and related issues. | **4 Points**  Student provided a developed description of research question with reasonable analysis of concepts and related issues. | **3 Points**  Student provided a minimally developed description of research question with limited analysis of concepts and related issues. | **0 - 2 points**  Student provided an under-developed description of research question with little or no analysis of concepts and related issues. |
| **Research Hypothesis and Null Hypothesis are appropriate for research question.** | **10 points**  Student provided a fully developed description of how the Research Hypothesis and Null Hypothesis are appropriate for research question with insightful analysis of concepts and related issues. | **7 Points**  Student provided a developed description of how the Research Hypothesis and Null Hypothesis are appropriate for research question with reasonable analysis of concepts and related issues. | **5 Points**  Student provided a minimally developed description of Research Hypothesis and Null Hypothesis are appropriate for research question with limited analysis of concepts and related issues. | **0 - 1 point**  Student provided a under-developed description of how the Research Hypothesis and Null Hypothesis are appropriate for research question with little or no analysis of concepts and related issues. |
| **Variables are operationally defined** | **5 points**  Student provided a fully developed description of how the Variables are operationally defined with insightful analysis of concepts and related issues. | **4 Points**  Student provided a developed description of how the Variables are operationally defined with reasonable analysis of concepts and related issues. | **3 Points**  Student provided a minimally developed description of how Variables are operationally defined with limited analysis of concepts and related issues. | **0 - 2 points**  Student provided a under-developed description of how the Variables are operationally defined with little or no analysis of concepts and related issues. |
| **Academic Writing Expectations (incudes APA) "Displays sentence and paragraph skills: Constructs simple, complex and compound sentences. Writes without spelling, grammatical or syntax errors. Writes without sentence fragments or run on sentences. Uses punctuation appropriately. Writes appropriate introductions and conclusions. Demonstrates essay level skills: Cohesion and flow by using transition sentences. Precision, clarity and academic tone. Synthesizes resources by using own words. Limits use of quotes appropriately. APA Formatting: cover page, title of paper on second page, level headings, Times New Roman 12 font, 1” margins, and page numbers. APA References: Uses in-text citations appropriately and format correctly. Paraphrases to avoid plagiarizing the source."** | **10 points**  Demonstrates fully developed sentence, paragraph and essay level skills. Meets the graduate level with no writing issues and exceeds the minimum reference requirement. Demonstrates fully developed APA formatting with no errors. | **7 Points**  Demonstrates developed sentence, paragraph, and essay level skills. Meets the graduate level with minimal writing issues and exceeds the minimum reference requirement. Demonstrates developed APA formatting with minimal formatting errors. | **5 Points**  Demonstrates minimally developed sentence, paragraph, and essay level skills. Minimally meets the graduate level with several writing issues and meets the minimum reference requirement. Demonstrates minimally developed APA formatting with several formatting errors. | **0 (0%) – 1 point**  Demonstrates limited sentence, paragraph, and essay level skills. Has limited use of evidence with few or no sources to support the content. Does not meet the graduate level of writing and does not meet the minimum requirement. Demonstrates limited APA formatting with multiple formatting errors. |
| **Total Points: 50** |

**Research Proposal Draft**

**By the due date assigned**write a 2-3-page paper addressing the sections below of the research proposal.

**Introduction**

* Background and Significance of the Problem
* Statement of the Problem and Purpose of the Study

**Research Questions, Hypothesis, and Variables with Operational Definitions**

* Research Question
* Hypothesis: Research and Null
* Identifying and Defining Study Variables
* Operationalize Variables

Post your assignment to the **Submissions Area**. You will find the assigned text helpful in identifying the salient points to cover.

1. ***Research question*:** A **research question** is an answerable inquiry into a specific concern or issue. It is the initial step in a**research** project. The 'initial step' means after you have an idea of what you want to study, the **research question** is the first active step in the **research** project.
2. ***Hypotheses*:** Predictions about the relationships between variables (e.g., adults who receive cognitive behavioral therapy will report less depression than those who receive relaxation therapy).
3. ***Null Hypothesis*:** There is no relationship between or among study variables.
   1. The null hypothesis is the opposite of the alternative hypothesis.  If the alternative hypothesis is the belief that the independent variable has an effect on the dependent variable, then the null hypothesis is the belief that the independent variable in an experiment has no effect on the dependent variable.
      1. Null Hypothesis Example:There are a number of possible examples of the null hypothesis.   Imagine that your research question concerns the influence of humor in ads on sales.  The null hypothesis would be the belief that humor in ads will have no effect on sales.
4. **A *variable***is something that can change, such as 'gender' and are typically the focus of a study. A variable is an object, event, idea, feeling, time period, or any other type of category you are trying to measure. There are two types of variables-independent and dependent.
   1. ***An independent variable*** is exactly what it sounds like. It is a variable that stands alone and isn't changed by the other variables you are trying to measure. For example, someone's age might be an independent variable. Other factors (such as what they eat, how much they go to school, how much television they watch) aren't going to change a person's age. In fact, when you are looking for some kind of relationship between variables you are trying to see if the independent variable causes some kind of change in the other variables, or dependent variables.
   2. A ***dependent variable*** is exactly what it sounds like. It is something that depends on other factors. For example, a test score could be a dependent variable because it could change depending on several factors such as how much you studied, how much sleep you got the night before you took the test, or even how hungry you were when you took it. Usually when you are looking for a relationship between two things you are trying to find out what makes the dependent variable change the way it does.
      1. Many people have trouble remembering which is the independent variable and which is the dependent variable. An easy way to remember is to insert the names of the two variables you are using in this sentence in the way that makes the most sense. Then you can figure out which is the independent variable and which is the dependent variable:
   3. ***Demographic Variables are*** personal statistics that include such information as income level, gender, educational level, location, ethnicity, race, and family size. For example, the marketing department of a business might use demographic variables as an important input when formulating target customer profiles.
5. The **operational definition** of a variable is the specific way in which it is measured in that study. Another study might measure the same conceptual measure differently. If you were studying ways of helping people stop smoking, smoking cessation would be an outcome measure (dependent variable). You could measure smoking cessation as a person not smoking a cigarette for 1 month, or as a person who has not smoked in a year, or a 50% reduction in the number of cigarettes smoked. Clearly the operational definition of the dependent variable is an important step in the design of the study. Some other health related conceptual variables that have many operational definitions: intelligence, fitness, health, quality of life. Several questionnaires have been developed to measure these conceptual variables. In a research article, the operational definition is usually found in the methods section.

**Defining Operationally**

An operational definition of a variable describes:

* What is observed.
* What is measured.

These definitions are written quantitatively using:

* length, width, height, etc.
* time
* distance
* temperature
* numerical value of something

To gain a better understanding of what an operational definition is, consider the following example:

Researchers in sports medicine and exercise physiology study the effects of various variables on a person's endurance. Each researcher might decide on a different way of measuring this variable. For example, if an experiment was conducted to test the effects of Vitamin E on endurance, the dependent variable being the person's endurance, might be operationally defined in ways such as:

* The distance a person could run without stopping.
* The number of hours a person could stay awake.
* The number of jumping jacks a person could do before getting tired. (http://elsaghirscience.weebly.com/defining-variables-operationally.html)