LEES 604 CHAT Doctoral Student: Research Proposal Guide
Possible Points 200
Last Updated August 25, 2014

You will develop a research proposal that presents a literature review and discuss a topic of your interest related to your field of study within the context of CHAT. You will build a convincing argument for conducting a study on the topic with CHAT. In your discussions you need to articulate the theoretical/practical value of your study, the importance of your topic to your field, your research questions, your methods, and what new knowledge your work will contribute to your field and CHAT. This paper is an opportunity for you to demonstrate your understanding of your topic of interest, your understanding of CHAT, and evaluate how CHAT framework can help you answer research questions that otherwise may be difficult.

The following sections should be in your proposal:
- Title Page (1 page)
- Purpose of your study (1 page)
- Theoretical Framework that includes discussions on:
  - Analysis of your topic of interest (2 pages)
  - Discussion of your topic in the context of CHAT (2 pages)
- Research questions (1 page or less)
- Research methods—both data collection and analysis (2 pages)--most likely this will be the most difficult section
- Significance of your work that include discussions on future contributions to your field and CHAT (2 pages)
- References (as needed)
- Appendix (optional)

Your proposal should not exceed 2500 words double-spaced using 1-inch margins 12-point Times New Roman font excluding title page and references following APA style guide 6th edition. If you exceed the required word count your work will not be read past that point. On the title page please include the exact word count of your document excluding the title page and reference.

Note, approximate page expectations per section are listed above.

The following is provided to you as a sample; however, this work was a 2500 report on a completed study during the AERA 2002 conference and not a research proposal:

Yamagata-Lynch, L. C. (2002). *Using activity theory as an analytical lens for examining technology professional development in schools*. Paper presented at the Annual Meeting of American Educational Research Association, New Orleans, LA.

Additionally, the following work is provided to you to show how the conference presentation evolved to a journal article:

Yamagata-Lynch, L. C. (2003). Using activity theory as an analytical lens for examining technology professional development in schools. *Mind, Culture, and Activity*, *10*(2), 100–119. doi:10.1207/S1532-7884MCA1002_2

LEES 604 CHAT Doctoral Student: Research Proposal Rubric
Possible Points 200
Last Updated August 14, 2014
Submit Draft Yes 40 / No 0

	Advanced	Proficient	Does not Meet Expectations
Clarity of writing	**20** The student demonstrates flawless Writing, 1 or 3 mechanical errors, and APA style is followed appropriately to cite references.	**15** The student makes minor grammatical errors and 4 to 6 mechanical errors, and APA style is followed for the most part to appropriately cite references.	**0** The student has not sufficiently proof-read his/her paper.
Overview	**20** The student provides a succinct and cohesive overview with a clearly stated propose and the significance of the research that guides the reader throughout the paper.	**15** The student provides an overview to the proposal.	**0** The student does not provide an overview to the proposal.
Presentation of the Literature	**30** The student provides thorough and accurate summaries of relevant literature with explanations that reflect a sophisticated understanding of the proposed research.	**25** The student provides thorough and accurate summaries of relevant literature with personal explanations that reflect acceptable understanding of the proposed research.	**0** The student does not provide a thorough and accurate summaries of the literature related to the proposed research.

Synthesis of Existing CHAT and Topic Related Literature and Ideas	**30** Throughout the paper the student logically orchestrates an argument from a unique perspective while making sophisticated connections about a chosen topic and CHAT across multiple sources including primary and secondary sources. The student also justifies his/her arguments.	**25** Throughout the paper the student logically orchestrates an argument from a unique perspective while making sophisticated connections about a chosen topic and CHAT across multiple sources including primary and secondary sources.	**0** Throughout the paper the student does not provide a logically orchestrated argument.
Topic Analysis	**30** The student provides a clear explanation of the research topic with thorough and accurate analyses of how the topic would contribute to the current the knowledge base in the field. Additionally, the student justifies his/her own analysis from a unique perspective	**25** The student provides a clear explanation of a research topic. Additionally, the student justifies his/her own analysis.	**0** The student does not provide a description or a thorough analysis of the research topic.
Proposed Methodology for Research	**30** The student proposes a research question that is based on the research topic with methodologies for data collection and analysis that are in alignment with the research question and literature presented.	**25** The student proposes a research question that is based on the research topic with methodologies for data collection and analysis.	**0** The student does not propose a research question that is based on the research topic with methodologies for data collection and analysis.