## STUDENT GUIDE TO

## LIBERAL ARTS CAPSTONE

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# WHAT IS A CAPSTONE

# WHAT IS A CAPSTONE?

Welcome to Liberal Arts Capstone, a culmination of your entire undergraduate educational experience. This broad course brings together all liberal arts disciplines across the university. It integrates elements of research writing, a unique endeavor, which makes use of what you have learned in previous composition classes and teaches you research skills related to your field of study. The nature of this course leads to your assessment based on previous cognitive learning in your undergraduate studies, as well as your overall knowledge and ability to perform on an academic level commensurate with that of a university student. This provides “a clear link between knowledge…and the rest of… education” (Dennis & Defleur, p. 78), and provides an opportunity to demonstrate your capacities based upon your particular interest and strengths of learning. You will then be assessed in relation to self- selected inquiries regarding events, experiences, issues, social and academic needs, talents, and interests.

The assessment for this course measures your ability to apply “critical thinking, creative thinking, and problem-solving strategies, effective writing, effective oral communication, …[qualitative] analysis, computer literacy, [and] library competency… (“The growth of a model college,” p. 23). These inquiry-driven strategies can transfer academic skills in a form that displays mastery of these learnings. You will be able to integrate prior learning to assimilate this knowledge through understanding, expression, invention, and application, thus adding to your capacity as a future employee in your chosen field.

**COURSE STRUCTURE**

This course content differs from that of the typical English research writing class because you will **not** be writing a research paper, but you will be serving as an authentic researcher engaged in attempting to solve a problem based on certain assumptions related to your topic. The course engages in a multi-disciplinary approach to research writing based on students’ major field.

The bedrock of this course is the use of field research, primary sources, scholarly writing, and academic formatting to deliver information that supports an argumentative thesis statement.

Qualitative and quantitative research is used to answer questions and solve problems. Most likely, you will be using only qualitative research once you select a topic related to your field of interest; next, you will create questions to be answered through field research, which provide necessary primary source material (known as data), to support assumptions based on your thesis statement. This sounds very convoluted, but as you work through this project, you will find a rational structure to enable you to successfully complete this project.

The structure of this Capstone is based on APA format.

WHAT IS APA FORMAT?

APA style does not involve writing style; instead, it refers to American Psychological Association’s editorial style used to provide consistency in formatting articles, documents, and books. Originally developed for psychology materials published in journals and books, it has been adopted for writings in the behavioral and social sciences. Manuscript rules and guidelines include the following:

* Punctuation and abbreviations
* Structural formatting
* Table construction
* Topic headings
* In-text citations
* Reference citations

(Refer to Purdue University’s OWL website: <https://owl.english.purdue.edu/owl/>)

After completing this course, you should be able to

**COURSE OBJECTIVES**

1. Determine an issue, problem, information gap, or creative endeavor in your field of inquiry;
2. Demonstrate proficiency as an independent learner and critical thinker;
3. Apply research and analysis techniques to the explanation and resolution of an information gap, issue, or problem, by studying or creating a project in your respective field;
4. Design a project based on theory and knowledge from courses in your field of study;
5. Synthesize the parts of research to produce a comprehensive, valid result in a concrete format;
6. Reach conclusions through use of external resources that reflect knowledge;
7. Apply all elements of scholarly assignment to all five chapters of the written document, utilizing Standard Academic English and APA documentation (for only the creative portion of a literary, art, or music project, use MLA documentation format, if applicable);
8. Present an ethically responsible final project in an academic, professional format, as a bridge to your future work/employment;
9. Demonstrate comprehension of globally diverse perspectives.

# SELECTING RESEARCH METHODOLOGY

**KINDS OF RESEARCH DESIGN**

TYPES OF RESEARCH

Two types of research are typical for studies: Quantitative and Qualitative

QUANTITATIVE RESEARCH: This type of research is mainly experimental and is usually applied in the natural sciences. They take the form of experimental and quasi-experimental research that reflects cause/effect relationships. Experimental research entails having a control group and an experimental group where the researcher designs a treatment and provides that for the experimental group, whereas the control group does not make use of a treatment. For example, the study question may be the following: *What impact does computer technology have on the quality of syntax and mechanics of high school students’ persuasive essays?* (Hadid 1987). The experimental group writes using computers, while the control group writes using pen and paper. This study reflects the hypothesis that there is a difference between the two types of writing processes. An educator may then compare the computer- generated product to the hand written work, using mathematical manipulation to reach conclusions and make predictions.

QUALITATIVE RESEARCH: You will most likely be engaged in only a qualitative research study, which does not involve the hypothesis or any kinds of experiments, as found in quantitative research. A study of this nature will enable you to understand and interpret elements of the world around you through investigating other people’s perceptions and experiences. You are interested in understanding an event, a setting, a group of people, a form of behavior or developing something new that can, in some way, enhance knowledge or improve the living experience of the members of your audience. The purpose is to find the *why* and *how* of a problem or question, not just the *what*, *who*, or *when*.

**KINDS OF QUALITATIVE RESEARCH DESIGN**

Examine research designs such as case studies, ethnographic research, or action research. Based on the research design, select the appropriate instruments and any participants you may need to answer your study questions.

If you are a student of business, social sciences, or the arts, consider selecting one of those listed below.

There are various types of qualitative studies that relate to a variety of designs. Here are three most popular:

CASE STUDIES

CASE STUDIES are used to explore, describe, and explain a particular situation, institution, organization, community, or historical event for a particular purpose.

Examples:

1. Case study examining how a charter school in Hawaii deals with a multi-ethnic student population;
2. Case study examining a military officer’s issues of self-esteem while living with multiple physical handicaps

ETHNOGRAPHIC STUDIES

ETHNOGRAPHIC STUDIES are a particular type of case study that uses the anthropological approach to understand the culture of a group or organization.

Examples:

1. Study to examine the norms of a group of employees at Target and how they proceed to further the goals of the corporation for which they work;
2. Study to determine the attitudes of bullies in a business environment and the cultural characteristics related to their behavior.

ACTION RESEARCH provides an attempt to solve problems or effect change in an organization or environment in which the researcher is involved. A researcher might document how his or her colleagues’ behavior influences the situation.

ACTION RESEARCH

Examples:

1. Develop an analysis of the ability of the Soup Kitchens of America to attract and maintain volunteers;
2. Develop a model for nursing students to promote exercise and physical fitness in a local community.

CAUSAL/COMPARATIVE STUDIES

CAUSAL/COMPARATIVE studies determine the causes of a particular phenomenon.

CORRELATION STUDIES

CORRELATION studies analyze the relationship between two factors, although it does not attempt to prove causality.

EVALUATION studies make judgments about the merit of a program, product, or organizational structure.

EVALUATION STUDIES

DESCRIPTIVE studies explain where your work fits in the realm of artistic works related to your creative product.

DESCRIPTIVE STUDIES

If you are a student in the biological or physical sciences, consider selecting a simple non-experimental design, where you can evaluate two groups of subjects, not based on response to any treatment. Then, compare them.

You may want to visit the *Research Methods Knowledge Base* website for information about experimental design at: <http://www.socialresearchmethods.net/kb/desexper.php>

These are just suggestions that can relate to a problem that needs to be solved, an action that needs to be explored, or an area that has been neglected in your field. Any type of design may be adapted to accommodate any research project, applied project, or creative project, depending upon your study question and sub-questions.

If you plan on a Creative Project, that project will result from information and data that you gathered from your study.

# COLLECTING DATA THROUGH FIELD RESEARCH

**WHAT IS FIELD RESEARCH?**

Field research refers to **primary source activities** related to gathering information from actual sources like students, professors, members of the community, business leaders, medical personnel, or any human subject related to the field you are studying. In the world of research, there are several types of field research methods that you will be able to use in order to collect data. The people with whom you interact will be your **participants** (sometimes known as study subjects.) You may select **study instruments** such as direct observation, participant observation, qualitative verbal and written interviews, surveys, questionnaires, documents, as well as a combination of these, as an effective way of collecting the data to answer your study questions.

**Collection of Data** should be based on the type of study being conducted:

1. Case Studies usually make use of interviews, observation, surveys or questionnaires, and original (primary source) documents or artifacts.
2. Ethnographic Studies usually use observation, interviews, and original (primary source) documents or artifacts.
3. Action Research usually involves observation, interviews, surveys or questionnaires, and original (primary source) documents or artifacts.

Observations are made to determine what participants or subjects are doing or what is occurring in the study environment; interviews are used to ascertain perceptions and opinions of groups or individuals; surveys and questionnaires are compiled to gather opinions, perceptions, and attitudes of groups or individuals, and documents or artifacts are analyzed to provide a base for study or a framework for conclusions (Joyner, Rouse, & Glatthorn, 2013).

**USING QUALITATIVE RESEARCH INSTRUMENTS**

Three major types of qualitative research instruments are available to you as you engage in a field research study: observations (direct observation, participant observation/opinion,) qualitative interviews, and surveys/questionnaires.

DIRECT OBSERVATION

In direct observation, you select a setting and view it, thus personally gathering your data. You observe, but do not interact through any interviews or conversation with any members of the setting. This approach may help you understand a setting, group of people, or their behavior.

Certain advantages from direct observation:

* Collection of field notes that can be used as background data
* Data related to settings and behaviors
* Photographs of a setting in relation to your topic and assumptions

PARTICIPANT OBSERVATION

You may be a part of a community or school environment and participate in the routines of the members of the group you are studying. This enables you to have an understanding of the members you are studying. Through your interaction with these participants in your study, you will gather critical data to reflect their ideas, opinions, perceptions, and perhaps observations.

QUALITATIVE VERBAL AND WRITTEN DATA COLLECTION

This is a field research method where you will gather your information from members of a setting by directly asking questions resulting in data related to your study. If possible, try to technologically record the answers (audio or video), but you must request permission for this prior to the interview. Keep detailed notes on each participant, using quotation marks to designate the actual wording.

SURVEYS

Surveys are simple to deliver but difficult to design. Focus on the exact information gathered by each question. You may ask respondents to check a box, circle an answer, or rate a response with a numeral. Initially, introduce the survey with purpose and instructions.

QUESTIONNAIRES

Questionnaires combine survey questions with open-ended questions, requiring the respondent to write comments based on distinct questions or responses to fixed choice questions. These are more difficult to tally than surveys.

KINDS OF VERBAL AND WRITTEN DATA

* Informal Conversations: You may engage in a discussion with a participant in a particular setting that leads to asking questions relative to the needs of the study.
* Structured Interview: You must engage the participant in advance, with the expectations of asking specific questions to collect data. If you have numerous interviews, you uniformly ask the same set of questions to all.

These may be open-ended questions and often lead to additional, unplanned questions, but you are interested in as much detail as possible.

**WHAT IS A PRIMARY SOURCE?**

Primary sources deliver **information** directly from the words of an authority. Original source material can come from letters belonging to someone, speeches you have actually heard, eyewitness accounts from the actual witness, your own observations during field research, interviews with professionals in the field, and data from surveys and questionnaires.

Primary sources for a study are generally not found in books, journals, online sources, or any other reference materials, although they may be original documents used for analysis (Example: **Declaration of Independence**).

# WRITING YOUR CAPSTONE PROJECT

**WHAT IS SCHOLARLY WRITING?**

All academic, professional writings must be constructed based on the conventions of the English language. This is known as “scholarly writing.”

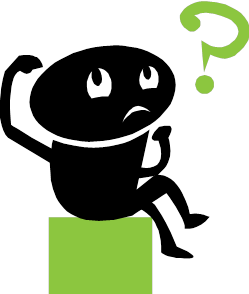
1. No contractions are to be used. (e.g. Don’t, can’t, shouldn’t.)
2. All words must be written with full spelling, no abbreviations. (Avoid using *etc.,* the abbreviation for etcetera, meaning “and so on.”*)*
3. Apostrophes should be used only to show possession.
4. Active voice, rather than passive voice, should be used as much as possible.
5. Eliminate all personal pronouns, as the Capstone is not about the writer, but about the content, the project, and the data. If you must refer to yourself, use the following example: The researcher has found...
6. Use headings according to the requirements of the chapter. APA (American Psychological Association) has recently changed heading formats. Look up rules as you work.
7. All punctuation must be correctly inserted, particularly colons and semicolons. Don’t use them until you have reviewed the punctuation rules.
8. All material taken from any source, other than the writer’s own data or creativity, must be cited according to rules of APA.
   1. When citing, make sure all periods are placed at the end of the citation, rather than at the end of the sentence. Reader must know to which facts the citation refers.
   2. All paraphrased information must be cited, just as all quoted information is cited.
   3. All periods and commas are placed **INSIDE** the quotation marks.
   4. Semicolons and colons are placed **OUTSIDE** the quotation marks.

**WHAT IS ACADEMIC WRITING?**

Because of the nature of this course, all work will be organized according to APA format. This includes organization of the research study, headings, font form and size, structure of sections, citations and references, Standard Written English, and formal vocabulary. Use of personal pronouns (I, me, mine, my, you, your, we, us, our) are discouraged, as research does not involve the reader and the writer. Narrative discussions and opinion have a place in the concluding chapter, not in the introduction and body of your study. Grammar, punctuation, and word choice reflect the tone and voice of the manuscript. Remember your audience: they are professionals in your field who want to learn something new from your study and expect accurate and correct delivery.

**WHAT ARE STUDY QUESTIONS?**

This self-directed learning allows you to select your own topic, based on either your academic major or interest in some concept that was not part of your coursework. Based on these gaps that seem to appear in your knowledge, create a thesis statement to focus your inquiry that will be the center of the literature segment of your study. Based on this concept, you will create a major question which, when answered through collected data, will strongly support this thesis statement. In order to answer this major question, you will have to develop three or four sub- questions that serve as the basis for the formulation of instruments to query your participants (study subjects).



# TYPES OF CAPSTONE PROJECT

Several kinds of capstone projects are available based on your interests or your major academic field. Select the appropriate vehicle to allow you to produce a meaningful study and product that can add to the body of knowledge in your field.

**TRADITIONAL RESEARCH PROJECT**

Now that you are approaching the conclusion to your undergraduate education, have you felt a gap in knowledge in your discipline, perhaps created by some information not previously addressed in a particular course, or do you wish you had learned more about something that was briefly addressed in a course?

You may build your capstone based on an inspiration for greater knowledge of certain subject matter, ideas, or concept. Through systematic inquiry, you will research, collect, organize, and produce an analysis of the information from both primary and secondary sources.

The major part of this non-experimental, qualitative study will involve field research through interaction with people, who will be your study participants.

To fill in the gaps in your knowledge, you will need to create study questions, complete research answers to the questions by using research instruments to gather data from your chosen participants, report on how this data answers your study questions, and analyze your results through five capstone chapters. The focus of this type of report is your data, delivered to the reader through figures, such as charts and graphs that, when analyzed, answer the questions that resulted in this study. This kind of project is appropriate for all disciplines.

**CREATIVE PROJECT**

Are you an artist, musician, or writer, who has begun a creative endeavor that is incomplete? This may be the project for you. Have you considered how other artists create their work? What can you learn from them? What can you learn from those who will enjoy the results of your talent?

This capstone is a two-pronged experience. Although you will be creating an original product, you will still have the opportunity to engage in primary research and gather data through use of instruments such as analyses of archives, interviews and surveys, and questionnaires. Plan to create study questions answered by your creative product, which may include preliminary personal interaction with those professionals in your field. This capstone makes use of the traditional research format of five chapters, but on a much smaller scale. The major focus is the creative, original project that encompasses the essence of your field.

In order to prepare for the product based on your talent and creativity, you must develop questions that, when answered by either professionals in your field or consumers of your product, will provide important insights to enable you to better develop your creative product. The product, based on the research project, may take the form of a play, book of poetry, short stories collection, literary analysis; choreographing a dance; acting in a production; writing a musical composition; presenting a photographic essay; or any additional creative endeavor. Plan on delivering a demonstration (perhaps through YouTube or PowerPoint) or presentation (perhaps through a guidebook or manual).

Because the course requires primary research, as a researcher, you must engage in primary research of some kind that can lead up to your project. All creative projects have some element of primary research to answer their sub-questions and major question that would lead to their product. One student, knowledgeable in the Bible, used specific Bible passages (his primary sources) to allow him to prepare a series of sermons (his product). Another student created a segment of a symphony, but only after she interviewed various composers who helped her answer the study’s major and sub-questions. Another example: The student interviewed and surveyed adoptive parents and then wrote a children's book explaining adoption. Someone wrote a book of poetry, but only after she spoke with other poets, recorded their information, and followed their advice to create her poetry. Another researcher surveyed people in a doctor's office, interviewed eye doctors, and wrote a manual (her creative product) for eye care, based on the research.

All capstones must involve the actual interaction with participants who provide data, if only to examine the need for or the value of the product.

This kind of project is appropriate for students in the visual, performing, or literary arts, as well as creative students in any area.

Examples: See Christian Music and Biblical Analysis

**APPLIED PROJECT**

If you are a student in business, education, social work, or public administration, this is a project for you. Are you looking for an answer to a problem that has bothered you or something that you are working on in your current job? Now, you can have the opportunity to select that problem within the context of your personal environment, perhaps an organization, your community, or an institution. This “real” problem and your research to answer it through this capstone will represent your ability to research, synthesize and apply learned concepts and actions, as well as make a difference in your life and that of others.

Your applied project will conclude with a significant scholarly report, appropriately documented in APA format and written in Standard Academic English, that provides answers to the project questions. Hopefully, you can deliver the results to those who will benefit most from the data and recommendations.

Examples: See Garden Crops and Salvation Army examples.

EXAMPLES OF MAJOR QUESTION AND SUB-QUESTIONS FROM VARIOUS STUDENT PROJECTS

What in the last decade has contributed to the rising number of sexual assaults in the current US Armed Forces?

MAJOR QUESTION

**TRADITIONAL RESEARCH PROJECT**

Sub-Questions:

1. What is the current operational tempo in the US military?
2. How does that tempo affect sexual assaults in the military in the 21 Century?
3. What current sexual awareness training is available for members of the Armed Forces?
4. What is needed to improve the sexual awareness training to prevent sexual assaults?

MAJOR QUESTION

How can elementary teachers effectively discipline an ADHD student in such a way that the child knows and demonstrates acceptable behavior?

Sub-Questions:

1. What are current strategies for helping these children behave?
2. Which techniques work best and which do not work and/or should be avoided?
3. What bearing does education have on the effectiveness of the teacher’s discipline techniques?
4. How do proper disciplinary techniques help ADHD students improve behaviorally?
5. How does proper discipline help an ADHD student improve academically?

How can the lack of Christian music history resources for music teachers be remedied? [Based on the data that answered her questions, this student created and distributed a music guidebook to music teachers]

**CREATIVE RESEARCH PROJECT**

MAJOR QUESTION

Sub-Questions:

1. What Christian music history resources are available to music teachers?
2. What do private music teachers believe they need in order to teach the history of Christian music?
3. What is the best way to make these resources available to music teachers?
4. What is the best way to teach music students of many levels the history of Christian music?

MAJOR QUESTION

**APPLIED RESEARCH PROJECT**

How do common garden crops compare when they are grown in the different microclimates that occur on the north and south sides of an east-west oriented hugelkultur?

[This student physically grew his plants in eight weeks and studied them in relation to the different microclimates in the two locations.]

Sub-Questions:

1. How does the total quantity of harvestable material per plant compare between crop plants grown on the north and south sides of a hugelkultur?
2. How does the individual weight of harvestable parts compare between crop plants grown on the north and south sides of a hugelkultur?
3. How does the eating quality (flavor and texture) of edible parts compare between crop plants grown on the north and south sides of a hugelkultur?
4. How does the visual quality of edible parts compare between crop plants grown on the north and south sides of a hugelkultur?

How can the Salvation Army successfully recruit, use, and retain volunteers?

MAJOR QUESTION

Sub-Questions:

1. What motivation will initially help the Salvation Army attract and recruit volunteers?
2. What system needs to be in place to keep the volunteers organized, on task, and excited about the work?
3. How can volunteers accomplish various developmental goals?

CAPSTONE PROJECT: PRESENTATIONS

**CREATIVE PROJECT**

If you choose to produce a Creative Project, you must showcase your work in either a PowerPoint presentation or a video presentation. Many students use YouTube as a platform.

**RESEARCH AND APPLIED PROJECTS**

Although it is **NOT** a requirement for the Research and Applied projects, either a PowerPoint presentation or a video presentation about your work to share with your mentor and classmates is greatly appreciated.

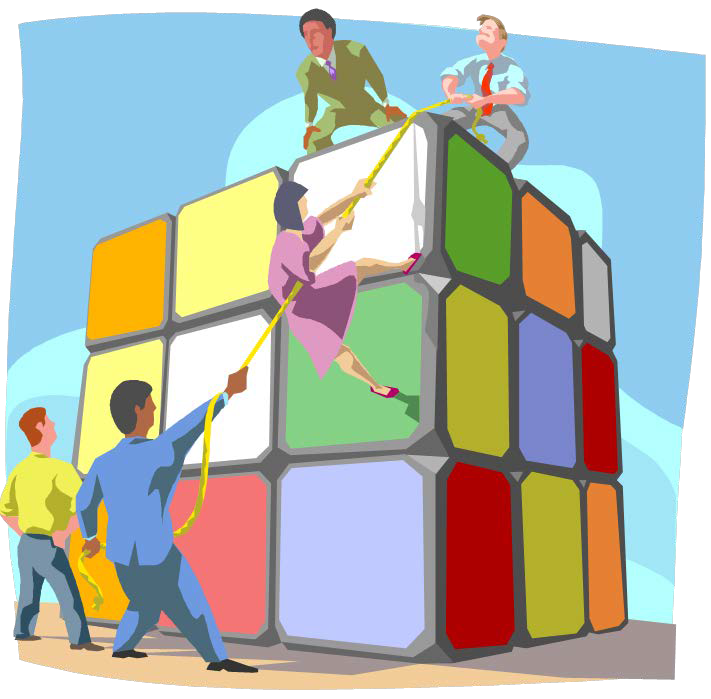
# CAPSTONE PROJECT: FINAL REPORT

As previously noted, each type of project requires that you write a paper with a suggested minimum number of pages in length which you must submit to your mentor.

* For information to help you produce a well-crafted capstone paper for this course, read the article *Important Information for Writing Papers*, available at the following: [https://docs.google.com/file/d/0B3Hl0w2fKCbXcm9sMmtDTFgxREE/edit?usp=sharing.](https://docs.google.com/file/d/0B3Hl0w2fKCbXcm9sMmtDTFgxREE/edit?usp=sharing)
* The Final Project Evaluation Rubric may also help you as you prepare your paper, and is available at the following: [https://docs.google.com/file/d/0B3Hl0w2fKCbXNEF6aDEybm5iR](https://docs.google.com/file/d/0B3Hl0w2fKCbXNEF6aDEybm5iRkE/edit?usp=sharing) [kE/edit?usp=sharing](https://docs.google.com/file/d/0B3Hl0w2fKCbXNEF6aDEybm5iRkE/edit?usp=sharing)

Online References, Resources, and Learning Materials

* The OWL (Online Writing Lab) at Purdue University, available at the following: <http://owl.english.purdue.edu/owl>.
* The Writing Center at the University of Wisconsin-Madison, available at the following: <http://www.wisc.edu/writing/Handbook/index.html>



# OVERVIEW OF THE COURSE

# OVERVIEW OF THE COURSE

**Liberal Arts Capstone** is a three-credit online course, consisting of **six** (6) modules. Each module includes study assignments, discussion assignments, and written activities. Study assignments consist primarily of readings in the course textbook(s) and in course documents and supplemental research. Module titles are listed below.

After successfully completing Module 1, do the following:

**MODULE 1: CAPSTONE TOPIC SELECTION AND DRAFT OF INTRODUCTION**

* Generate and narrow a topic appropriate to the area or discipline of choice.
* Formulate intelligent questions about the topic leading to a project.
* Select a research, creative, or applied project related to identified questions.
* Demonstrate a sense of an academic voice and sensitivity to diverse audiences.
* Expand and enhance analytical and critical reading and thinking related to the proposed questions.
* Effectively use Standard Academic English to communicate ideas.
* Avoid plagiarism through paraphrasing strategies.
* Draft the introduction to your capstone paper.

**MODULE 2: LITERATURE REVIEW, ANNOTATED BIBLIOGRAPHY, AND REFERENCES**

After successfully completing Module 2, do the following:

* Synthesize ideas from multiple sources.
* Avoid premature conclusions based on insufficient evidence.
* Read critically and take relevant notes.
* Formulate responses to diverse positions expressed in source materials.
* Produce an annotated bibliography in appropriate research format (i.e., APA or MLA, as related to specific disciplines).
* Prepare preliminary validation from current research for research, creative, or applied project.

**MODULE 3: RESEARCH DESIGN AND METHODOLOGY**

After successfully completing Module 3, do the following:

* Discuss the meaning and importance of research perspective, research type, and research method.
* Differentiate between research methodologies.
* Utilize research design to validate need for project.
* Demonstrate awareness of diversity of results related to personal research.

**MODULE 4: RESULTS OF THE STUDY**

After successfully completing Module 4, do the following:

* Apply knowledge based on methodology.
* Organize and report on results of systematic study or creative process.
* Analyze related information to validate need for research, creative or applied project.
* Develop Chapter 4 of the capstone project: a description and analysis of the research design and conclusions that answer the study questions related to the capstone project.

**MODULE 5: DISCUSSION AND RECOMMENDATIONS**

After successfully completing Module 5, do the following:

* Summarize and discuss research results.
* Summarize the answers to the study sub-questions.
* Discuss the results of data derived from the study.
* Enumerate recommendations resulting from the analysis of the study data.

After successfully completing Module 6, do the following:

**MODULE 6: PUTTING IT ALL TOGETHER - FINALIZING AND SUBMITTING YOUR CAPSTONE PROJECT**

* Assemble a formal academic paper.
* Summarize the results of your project and produce an abstract.
* Discuss your project as a culminating activity of your studies.



# COURSE ASSESSMENT

For your formal work in the course, you are required to participate in ***six*** (6) graded online discussions; take the ETS® Proficiency Profile test; and complete ***six*** (6) written assignments designed to help you incrementally prepare and submit a paper on your research project, creative project, or applied project.

Consult the course Calendar for assignment due dates.

**DISCUSSION FORUMS**

Liberal Arts Capstone requires you to participate in periodic discussion assignments. In addition, you are required to participate in an ungraded Introductions forum in Module 1.

Communication with the mentor and among fellow students is a critical component of online learning. Participation in online discussions involves two distinct assignments: an initial response to a posted assignment and subsequent comments on classmates' responses. Select a minimum of three students to whom you will respond. The more input you offer, the greater value you are as meaningful class participation. Your responses must be relevant to the content, add advice and information, and advance the discussion. Comments such as "I agree" and "ditto" are not considered value-adding participation. Therefore, when you agree or disagree with a classmate or your mentor, state ***and support*** your agreement or disagreement. You will be evaluated on the quality and quantity of your participation. Responses and comments should be properly proofread, edited, professional, and respectful.

For additional information on online discussions, see Online Discussions in the Online Student Handbook.

The Discussion Forum Grading Rubric is available at the following link: [https://docs.google.com/file/d/0B3Hl0w2fKCbXLTFJVVRqTWNVb28/ed](https://docs.google.com/file/d/0B3Hl0w2fKCbXLTFJVVRqTWNVb28/edit?usp=sharing) [it?usp=sharing.](https://docs.google.com/file/d/0B3Hl0w2fKCbXLTFJVVRqTWNVb28/edit?usp=sharing)

**WRITTEN ASSIGNMENTS**

Follow the directions given for each written assignment in the Module details. These assignments are included in this text, as well. For some techniques about how to write sentences with impact, read the article *Working with Words*, available at the following: <https://docs.google.com/file/d/0B3Hl0w2fKCbXTERERHhOejhDV3c/edit?usp=sharing>

Assignments must be prepared and submitted electronically. Include your name at the top of the paper, as well as the course name and code and the semester and year in which you are enrolled. It is wise to add a typical APA formatted cover page to every submission. Make certain your submission information on Moodle is correct and includes both your name and assignment.

Before submitting your first assignment, check with your mentor to determine whether your word processing software is compatible with your mentor's software. If so, you can submit your work as you prepared it. If not, save your assignment as a rich-text (.rtf) file using the “Save As” command of your software program. Rich text retains basic formatting and can be read by any other word processing program.

**TURNITIN REQUIREMENT FOR CHAPTER 2**

You are required to submit Assignment 2 to Turnitin.com, an academic plagiarism prevention site, prior to submitting the assignment within your course space. You will receive immediate written feedback from Turnitin regarding writing style, as well as a plagiarism gauge with tips for proper citations. You then have the opportunity to edit your assignment with this feedback in mind and resubmit it to Turnitin for additional checking. Once you are satisfied with the assignment, you are required to submit within the Moodle course space the Turnitin feedback (also known as the originality report) of the final version, along with the project itself.

Read carefully the information found at the following link, as it will provide instructions for this requirement: [Turnitin FAQ Web Page](http://www.tesc.edu/current-students/Turnitin-FAQs-for-Students.cfm)

The course ID and password that you will need in order to create an account may be found at the following link. Look within Step 1, locating your course ID and password by semester.

[Course ID and Password by Semester](https://docs.google.com/document/d/1fsKQDuNxbdIBy1Pe7NUdXdLEhOyBWp6imH31mKdJ2UE/edit?usp=sharing)

This information can also be found within the document **Using Turnitin for Assignments**. You can locate this document in the topic list area of your course space.

**Students please note:** some of the Turnitin documents will refer to using Turnitin for the Final Project, rather than only Assignment 2. **In this course, the requirement is to submit only Assignment 2, not the final project.** You have the option of submitting any of your other assignments or the final project to Turnitin.com. Submit any additional assignments through the slots with the **optional** label. However, submitting other assignments is **NOT** a requirement, and you should not submit to your mentor originality reports for these assignments.

**DOCUMENTATION AND ACADEMIC INTEGRITY**

During this course, you will be conducting research and presenting the results of that research. You may already know how to document sources--and avoid plagiarism--but if you need additional help, consult information in one of the following links:

The OWL (Online Writing Lab) at Purdue University: <http://owl.english.purdue.edu/owl/>

The Writing Center at the University of Wisconsin-Madison: <http://www.wisc.edu/writing/Handbook/index.html>

These sites will help you style and format your capstone using either MLA or APA.

For additional information on academic integrity and citing sources, see Academic Integrity in the Online Student Handbook.

**ETS® PROFICIENCY PROFILE**

As part of your coursework, you are required to complete an assessment called the ETS® Proficiency Profile. The test, offered through Educational Testing Service (ETS), measures knowledge in the core areas of reading, mathematics, writing, and critical thinking. It is a widely accepted standardized assessment tool that will provide the University with important data to assess the University’s overall quality and effectiveness in meeting the needs of our students. It serves as a valuable tool in helping us measure progress in achieving established learning goals and evaluate the effectiveness of our programs.

The ETS® Proficiency Profile assessment is administered in an unproctored, online format. It should take you no longer than 45 minutes to complete. The confidentiality of your responses and scores will be protected. Your individual score will not be recorded, but you will receive 2% of your overall grade for completing the assessment. Consult the course Calendar for the due dates for taking this test.

For more information on the ETS® Proficiency Profile and how to access the test, see the ETS® Proficiency Profile Test section of the course Web site.

**GRADING AND EVALUATION**

Your grade in the course will be determined as follows:

* Online discussions (6)—23 percent
* Written assignments (5)—45 percent
* ETS proficiency profile—2 percent
* Capstone project—30 percent

All activities will receive a numerical grade of 0–100. You will receive a score of 0 for any work not submitted. Your final grade in the course will be a letter grade. Letter grade equivalents for numerical grades are as follows:

### A = 93–100 C+ = 78–79

**A– = 90–92 C = 73–77**

**B+ = 88–89 C– = 70–72**

**B = 83–87 D = 60–69**

**B– = 80–82 F= BELOW 60**

To receive credit for the course, you must earn a letter grade of C or better (for an area of study course) or D or better (for a non-area of study course), based on the weighted average of all assigned course work (e.g., exams, assignments, discussion postings, etc.).

**STRATEGIES FOR SUCCESS**

To succeed in this course, take the following steps:

* Read carefully the entire Syllabus, making sure that all aspects of the course are clear to you and you have all the materials required for the course.
* Take the time to read the entire Online Student Handbook. The Handbook answers many questions about how to proceed through the course and how to get the most from your educational experience at The university.
* Familiarize yourself with the learning management systems environment—how to navigate it and what the various course areas contain. If you know what to expect as you navigate the course, you can better pace yourself and complete the work on time.
* If you are not familiar with web-based learning, be sure to review the processes for posting responses online and submitting assignments before class begins.
* To stay on track throughout the course, begin each week by consulting the course Calendar. The calendar provides an overview of the course and indicates due dates for submitting assignments, posting discussions, and scheduling and taking examinations.
* Check Announcements regularly for new course information.

Students at The university are expected to exhibit the highest level of academic citizenship. In particular, students are expected to read and follow all policies, procedures, and program information guidelines contained in publications; pursue their learning goals with honesty and integrity; demonstrate that they are progressing satisfactorily and in a timely fashion by meeting course deadlines and following outlined procedures; observe a code of mutual respect in dealing with mentors, staff, and other students; behave in a manner consistent with the standards and codes of the profession in which they are practicing; keep official records updated regarding changes in name, address, telephone number, or e-mail address; and meet financial obligations in a timely manner. Students not practicing good academic citizenship may be subject to disciplinary action including suspension, dismissal, or financial holds on records.

**ACADEMIC INTEGRITY**

ACADEMIC DISHONESTY

The university expects all of its students to approach their education with academic integrity—the pursuit of scholarly activity free from fraud and deception. All mentors and administrative staff members at the University insist on strict standards of academic honesty in all courses. Academic dishonesty undermines this objective. Academic dishonesty can take the following forms:

* Cheating, in its various forms;
* Gaining or providing unauthorized access to examinations or using unauthorized materials during exam administration;
* Submitting credentials that are false or altered in any way;
* Plagiarizing (including copying and pasting from the Internet without using quotation marks and without acknowledging sources);
* Forgery, fabricating information or citations, or falsifying documents;
* Submitting the work of another person in whole or in part as your own (including work obtained through document sharing sites, tutoring schools, term paper companies, or other sources);
* Submitting your own previously used assignments without prior permission from the mentor;
* Facilitating acts of dishonesty by others (including making tests, papers, and other course assignments available to other students, either directly or through document sharing sites, tutoring schools, term paper companies, or other sources;)
* Tampering with the academic work of other students.

Please refer to the [Academic Code of Conduct Policy](http://www.tesc.edu/academics/catalog/Academic-Code-of-Conduct.cfm) in the University Catalog and online at [www.tesc.edu.](http://www.tesc.edu/)

PLAGIARISM

The university takes a strong stance against plagiarism, and students found to be plagiarizing will be severely penalized. Using someone else’s work as your own is plagiarism. If you copy phrases, sentences, paragraphs, or whole documents word-for-word—or if you paraphrase, yet use the authors’ wording and sentence structure, although changing a word here and there, even though you have cited the author, not citing the author, or not identifying wording as a direct quote, then you are plagiarizing. Unintentional plagiarism is as much an offense as intentional plagiarism. Please keep in mind that this type of identification applies to all Internet sources, as well as to print-based sources. Copying and pasting from the Internet, without using quotation marks and without acknowledging sources, constitutes plagiarism. (For information about how to cite Internet sources, see Online Student Handbook > Academic Standards > “Citing Sources.”)

*Accidentally* copying the words and ideas of another writer does not excuse the charge of plagiarism. It is lazy to jot down notes and ideas from many sources, then write your own paper, without knowing which words are your own and which are someone else’s. It is more difficult to keep track of every source. However, the conscientious writer, who wishes to avoid plagiarizing, never fails to keep careful track of sources. Always be aware that if you write without acknowledging the sources of your ideas, you run the risk of being charged with plagiarism.

Clearly, plagiarism, no matter the degree of intent to deceive, defeats the purpose of education. If you plagiarize deliberately, you are not educating yourself, and you are wasting your time on courses meant to improve your skills. If you plagiarize through carelessness, you are deceiving yourself.

DISCIPLINARY PROCESS

First-time incidents of academic dishonesty concerning plagiarism may reflect ignorance of appropriate citation requirements. Mentors will make a good faith effort to address all first-time offenses that occur in courses. In these cases, the mentor may impose sanctions that serve as a learning exercise for the offender. These may include the completion of tutorials, assignment rewrites, or any other reasonable learning tool, including a lower grade when appropriate. The mentor will notify the student by e-mail. Decisions about the sanctions applied for subsequent plagiarism offenses or other violations will be made by the appropriate dean’s office, with the advice of the mentor or staff person who reported the violation. The student will be notified of the decision via certified mail. Options for sanctions include the following:

* Lower or failing grade for an assignment
* Lower or failing grade for the course
* Rescinding credits
* Rescinding certificates or degrees
* Recording academic sanctions on the transcript
* Suspension from the University
* Dismissal from the University

ONLINE REFERENCES, RESOURCES, LEARNING MATERIALS

The OWL (Online Writing Lab) at Purdue University, available at the following: <http://owl.english.purdue.edu/owl>.

The Writing Center at the University of Wisconsin-Madison, available at the following: <http://www.wisc.edu/writing/Handbook/index.html>.

# PREPARING THE CAPSTONE

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THE TWELVE-STEP PROGRAM

**OVERVIEW AND ORGANIZATION OF COURSE ACTIVITIES**

Now that you have a picture of primary and field research, as well as the types of research projects available to you, begin with a review of such skills as summarizing and paraphrasing information.

STEP 1: Practice summarizing material that can serve as background for your study. You will need this skill throughout your collecting of information and transmitting it to a reader.

STEP 2: Review paraphrasing and citing sources of both paraphrases and quotations to prepare for writing and referencing the text of your project. This is particularly necessary for Chapter 2, Literature Review.

STEP 3: Study APA referencing and APA report formatting, including title page and running head. Because this course requires use of APA style, and many university students have been exposed only to MLA, you will need an intense study of correct formatting and preparing a formal APA report. Even if you are developing a creative project that uses MLA, your five research chapters are prepared in APA format. Your creative project, alone, may use MLA format, if appropriate.

STEP 4: Select a topic to be studied, develop an argumentative thesis statement to reflect your assumptions, and create a major question you will answer through field research. In order to answer this major question, you will create approximately three or four sub-questions that, when answered through primary and field research, will provide research conclusions.

STEP 5: Keep a research journal of your ideas and the comments of your classmates who have offered suggestions through the Discussion Board responses in Week 2. Develop an outline and guide to your performance as a researcher, so you will have a structure in place for your weekly activities.

STEP 6: Prepare **Chapter 1**, **Introduction**, to serve as a proposal and prelude to your final project. This is where you introduce your major question and sub-questions, as well as the reasoning behind your study. This is the “HERE IS WHAT I AM DOING” chapter.

STEP 7: Develop **Chapter 2**, **Literature Review**, a multiple source essay to introduce previous research on your topic. This is a basic research paper in your field, supported by a minimum of 10 references, in addition to a five- source annotated bibliography. This section informs the reader of current information already published on your topic and gives validity to the importance you have placed on your topic. This is the “WHY OTHERS FEEL THIS TOPIC IS IMPORTANT” chapter.

STEP 8: Create **Chapter 3**, **Methodology**, **a description of your methods** of collecting data from your study participants through two or three instruments. This data will answer your sub-questions, which will then answer your major question. The step-by-step description will enable another researcher to walk in your shoes to replicate your study. This is the “HOW I CONDUCTED MY STUDY” chapter.

STEP 9: Deliver in **Chapter 4, Results of the Study, results of your field research** and **show** the data that answers each sub-question. Here, you will use figures and tables in the form of charts and graphs, as well as pictures to show visual results of your study. Each figure or table will be followed by a **narrative that describes** the actual data. This is the “WHAT I HAVE DISCOVERED FROM FIELD RESEARCH” chapter.

STEP 10: Summarize in **Chapter 5, Discussion and Recommendations, the entire project** and **discuss the answers** to each sub-question and how they eventually have answered the major question. In Section 5, you will explain HOW the sub-questions answer your major question.

This is the “SO WHAT? I DID ALL THIS WORK; NOW, WHAT DOES IT MEAN?” chapter.

STEP 11: Return to Chapter 1 and 3 to make certain you have revised the early ideas that probably used the future tense. Now, convert these verbs to past tense, as you have completed the actions.

STEP 12: Refer to **Front Matter** and **Rear Matter** and create an entire document that presents your Capstone project. SUBMIT it to your mentor and celebrate. You have accomplished a significant achievement. Congratulations!

**SELECTING A CAPSTONE TOPIC**

This is the most difficult part of the Capstone course, deciding on a topic and selecting the major and sub-questions that will enable you to achieve your goals. Select a topic you feel passionate about, something that has meaning to you, either personally or professionally.

In addition to choosing a topic about which you care, you may also benefit from choosing one relevant to your work environment/field of experience. This is definitely worthwhile, as it will give you that extra backup to be able to interpret and answer your research questions, as well as, potentially, using this Capstone project as part of your professional portfolio.

The major question should reflect the results of this entire endeavor. It drives your sub-questions and culminates in a strategic plan to answer your question or solve a problem.

**TIPS FOR SELECTING YOUR MAJOR QUESTION AND** **SUB-QUESTIONS**

Select the major question that provides the most value to your personal and professional life. Do not underestimate the importance of selecting sub-questions. Pay very close attention to how each sub-question will help you answer your major question. Then, select sub-questions that provide data you will need to answer the major question most effectively, not those in which you are most interested.

Do not expect to find the answers to all your sub-questions. You may have to tweak the questions, allowing the results to mesh with your intent. Here are some more examples.

TRADITIONAL PROJECT

MAJOR QUESTION

How do parents of children with Sickle Cell Disease cope with their children’s illness?

Sub-Questions:

1. What impact does stress have on parents?
2. What coping strategies do parents of children with SCD use?
3. How does Complementary and Alternative Medicine (CAM) therapy help parents?
4. How does CAM alleviate children’s SCD symptoms?
5. What impact does education have on the ability for families to help children with SCD?

MAJOR QUESTION

How can body language be adequately interpreted by a listener?

Sub Questions:

1. What are meanings behind gestures that speakers use?
2. What are the common misconceptions about certain body movements?
3. How do men and women’s body language differ from each other?

MAJOR QUESTION

CREATIVE PROJECTS

How does the researcher’s interpretation of the Bible disagree with 21st-century interpretations of the Bible?

Sub-Questions:

1. What is the researcher’s interpretation of the Bible?
2. What are the 21st-century interpretations of the Bible?
3. What disagreements are observed between the researcher’s interpretation of the Bible and the 21st-century interpretations of the Bible?

MAJOR QUESTION

How can piano teachers improve self-regulating practice habits among students?

Sub-Questions:

1. What type of practice goals do students respond to best?
2. How do students perceive practice instructions?
3. What incentive programs work best to improve student practice?

MAJOR QUESTION

APPLIED PROJECTS

How can deaf/hard-of-hearing people benefit from communication technology?

Sub-Questions:

1. What communication technologies are deaf/hard-of-hearing people aware of?
2. What role does communication technology play in the daily life of the deaf/hard-of-hearing?
3. How can communication technology be used more effectively by the deaf/hard-of-hearing?

MAJOR QUESTION

How can parents prepare for their foster care journey?

Sub-Questions:

1. What daily struggles do foster parents face?
2. How does being a foster parent affect personal finances?
3. What are the advantages of being a foster parent?
4. What are the disadvantages of being a foster parent?

Remember: Your capstone is not a course research paper or a literary report; it is a research study. All studies involve participants or subjects. The major difference is the number of study subjects and the amount of data used. In a research project, the data is primary. In a creative project, the data is secondary.

Regardless of the type of capstone you are planning, settling on which questions to answer is the base of your capstone project. Once you have organized and revised your sub-questions that answer your major question, you are on the road to success.

Keep in mind the methods you will have to use to gather the data to answer your sub-questions. If the sub-questions are too broad, you will not find participants capable of answering them. If the sub-questions are too narrow, you will not have sufficient data to answer them. A comfortable, middle-of-the-road structure is necessary to enable you to achieve your goal.

Do not expect to immediately find the answers to all your sub- questions. You may have to tweak the questions, allowing the results to mesh with your intent.



Do not get discouraged!

# DEVELOPING THE PROPOSAL

# CAPSTONE CHAPTERS

# DEVELOPING THE PROPOSAL

Consider the first three chapters your research proposal in the formative stage.)

This chapter, actually a combination of elements, serves as the proposal to your Capstone project. As described in Module 1 of the online course platform, it provides the overview of the first three chapters of your Capstone. Imagine another researcher interested in what you have accomplished, who will someday replicate your study to add to the information you have already presented. That is the biggest compliment a researcher can have, someone using your conclusions to add to the body of knowledge in your field.

Consider your first draft a working proposal presented in the future tense. Submit it in that form, but remember to eventually return to revise and convert the verbs to past tense, to reflect your finalization of the chapter.

**Introduction to the Chapter:** Do not use this heading, as the entire chapter is identified as **Chapter 1: Introduction.** Your purpose is to provide just enough information to present the picture of the entire project through summary-type sections. Begin with one or two paragraphs that describe your purpose without specificity. Each section is introduced by a specific heading.

APA LEVELS OF HEADINGS

APA Style uses a unique headings system to separate and classify paper sections. There are 5 **heading levels** in APA. The 6th edition of the APA manual revises and simplifies previous heading guidelines. Regardless of the number of levels, always use the headings in order, beginning with level 1. The format of each level is illustrated below:

|  |  |
| --- | --- |
| **APA Headings**  **Level Format** | |
| **1** | **Centered, Boldface, Uppercase, and Lower Case Heading** |
| **2** | **Left-aligned, Boldface, Uppercase and Lowercase Heading** |
| **3** | **Indented, boldface, lowercase heading with a period.** Begin body text after the period. |
| **4** | ***Indented, boldface, italicized, lowercase heading with a period.*** Begin body text after the period. |
| **5** | *Indented, italicized, lowercase heading with a period.* Begin body text after the period. |

Thus, if the article has four sections, some of which have subsections and some of which do not, use headings depending on the level of subordination. Section headings receive level one format. Subsections receive level two format. Subsections of subsections receive level three format. See the box below.

NOTE: In APA Style, the Introduction section of each chapter never gets a heading and headings are not indicated by letters or numbers. Levels of headings will depend upon the length and organization of your paper. Regardless, always begin with Level One headings and proceed to Level Two, etc. (Purdue Online Writing Lab. APA headings and seriation. 17 Nov. 2014. https//owl.english.purdue.edu/owl/resource/560/16/)

Example of the Headings of a Paper

**Method** (Level 1)

**Site of Study** (Level 2)

**Participant Population** (Level 2)

**Teachers.** (Level 3)

**Students.** (Level 3)

**Results** (Level 1)

**Spatial Ability** (Level 2)

**Test one.** (Level 3)

***Teachers with experience***. (Level 4)

***Teachers in training.*** (Level 4)

**Test two.** (Level 3)

**Kinesthetic Ability** (Level 2)

# CHAPTER 1: INTRODUCTION

Regardless of what type of capstone project you choose to produce, you must submit an associated paper. For this assignment, you are required to develop and submit a draft of the first chapter of your capstone paper, **Chapter 1: Introduction**.

This should be a draft only. Later in the course, you will finalize this particular chapter as part of your work in Module 6.

Organize your draft according to the outline below. In at least one solid paragraph for each subheading, prepare the following, using these headings in their proper format. Major headings are always centered and bold, but not all in capital letters. These serve as a title. The rest of this section is formatted as your manuscript should be for Chapter 1.

To introduce this chapter, reveal your topic, state the gap in knowledge, creative process or problem, etc. that you are researching, investigating, or showcasing, and tell the reader what to expect. This need not be longer than a few paragraphs. State the problem and tell the reader what to expect in the rest of the chapter. Be direct and pointed in your information.

**BACKGROUND**

Relate only to societal, business, or artistic factors--NO personal factors. You might want to present the social factors that have created this problem and explain why the investigation and resolution of the problem are important. Include briefly any professional developments that have impacted the situation thus resulting in the need for the study. You may also include any historical background relevant to your main question. Use referenced material to validate your background information and cite everything in APA format. This need be only a few paragraphs, as Chapter 2 will present additional information on your topic.

This need be only a paragraph in length. Explain to the reader what the problem entails. How is it a problem needing correction or evaluation? Identify the gap in knowledge or the creative aspect of the problem. Next, post a sub-heading **Major Question**. Ask the major question you are going to answer through your capstone project. Beneath that, post the sub-questions to be studied in order to answer the major question. The optimum number of sub-questions is 3-4. (See examples). The data from these sub-questions will be used to answer the major question. You will be able to copy and paste these questions at the end of the introduction to each chapter.

**PROBLEM STATEMENT**

**PROFESSIONAL SIGNIFICANCE**

Respond to the internal question: “Why did I bother to produce this particular project?” Be specific in relation to the need for this data and why it is important. You may want to include previous studies that have answered similar problems or even conflicting data. Why is this of value to anyone? Consider how your study’s results will advance the knowledge in your field. This need be only about a page, but be sure to include cited information, where appropriate.

**OVERVIEW OF METHODOLOGY**

How do you expect to proceed in order to answer your sub-questions? These sub-questions answer the major question for you. Ask yourself, “If I were reading this chapter, what do I need to know about how the researcher is conducting the study, what methods and instruments he or she is using, and what type of study this represents.” This need be only a few paragraphs, as a detailed description will follow in Chapter 3.

NOTE: If you are thinking about using surveys or questionnaires, check first with your mentor. Only 10% return is typical for a mass distribution to a random public, and the time it takes to devise such instruments combined with the amount of time it will take to received them back and analyze the results might not give you enough time to complete your project by the end of the semester. Consider using these instruments with a population you have accessible to you. Examine [www.Surveymonkey.com](http://www.Surveymonkey.com/) for ideas, format, and development of these surveys.

**DELIMITATIONS AND LIMITATIONS**

Separate each under its particular heading.

DELIMITATIONS reflect the boundaries of your project, not the flaws or problems in your study or methods. Consider what the reader needs to know about the nature of your study, as well as the size of your sample, the particulars related to the setting, and even the time period in which you conduct your research.

LIMITATIONS reflect the problems you, as the researcher, anticipate having. You can include what you perceive as weaknesses and situations that may impede your collection of data.

(This section will be revised after you complete Chapter 4).

**DEFINITION OF TERMS**

Consider your audience; the readers may not know what you mean by the terms you use. They may be technical terms or ordinary words you are using in a specialized way. Do not use dictionary definitions. These terms are particular to your project. Explain them in alphabetical order.

**SUMMARY**

All the chapters in your paper, including your introduction, must have a concluding paragraph that serves as a summary. Do not add any new ideas or information to the summary.



# CHAPTER 2: LITERATURE REVIEW

The purpose of this chapter stems from the need to demonstrate and validate the importance of your topic and the major question you have presented, as well as the answers to your sub-questions.

In essence, this chapter is nothing more than a research paper on your topic. It should not include any personal opinions or thoughts. Look for information on prior studies, demonstrations, presentations, etc., to which your work will add information in a qualitative way.

**PART I AND PART II**

This chapter includes has two parts, a review of the literature you have explored for your final project and an annotated bibliography of the sources listed.

**TIPS FOR COLLECTING AND CITING RESEARCH MATERIAL**

Avoid collecting research data and articles by the dozens. They all may seem useful but may be repetitive and time-consuming, without offering new, fresh content. Set up a time schedule and allow yourself only a block of time for research. Consider this portion of the Capstone a “mini-research report,” with the purpose of validating the need for your study.

Scholarly studies and academic sources are necessary for this chapter. Do not use Wikipedia or any student papers as sources. They will invalidate your information. This is an intensive analysis of information previously developed by other professionals in the field. Do not select one source and summarize it to deliver information. Begin with an introductory paragraph. Select headings, according to APA format, to separate content in the chapter. Each paragraph must relate to that heading and have a valid topic sentence that reflects the nature of the thesis statement. Cited information by **at least two different sources** must support that topic sentence. Each paragraph must have a concluding sentence as well.

REMEMBER: Each paragraph in Chapter 2 **must** have citations for all information taken from any outside source. No personal opinions or personal comments may be included. No personal pronouns can be interjected here. Only 10% of the chapter (maximum) should involve quotes, which must be cited in proper APA format with page numbers; **all paraphrased material must be cited**. Use APA for all, including creative or literary topics, which typically use MLA format. This is the research component of the study, regardless of the topic. This type of investigation requires APA, but creative products may use MLA, in the final product, where appropriate. Do not use Chicago School or any hybrid style of citations.

Keep in mind this chapter is the only one that must be examined through **Turnitin**.

**[DEVELOPING THE LITERATURE REVIEW](https://docs.google.com/file/d/0B3Hl0w2fKCbXcjVBLVFSUzRvTWs/edit?usp=sharing)**

Reference literature at the beginning of the study (this will be in Background of Chapter 1) to document or justify the importance of the research problem.

USE OF LITERATURE WITHIN THE CAPSTONE STUDY

1. Do not discuss the literature at length in the introduction to this chapter.
2. At the end of the study (this will be in Chapter 5), cite the literature again to serve as a contrast and comparison with major findings of the study.
3. In the final capstone paper, you should have a minimum of 15 scholarly sources in your References/Works Cited. You should have approximately 30 in-text citations used to reference content.

HELPFUL STRATEGIES FOR ORGANIZING THE LITERATURE REVIEW

1. Select relevant literature and summarize information that highlights important elements. Put them on note cards and identify not only the citation information but the page number of the information. Extract the following from the literature:
   1. Information related to major question and sub-questions;
   2. Studies that have been done related to questions;
   3. Analysis of studies and information related to questions;
   4. Descriptions.
2. Write out complete citations for the summaries. Develop headings according to APA format.

You may use a combination of these types of reviews:

THEMATIC REVIEW: Identify a theme and cite literature to document the theme. Deal with only the major ideas and results that support the thesis.

STUDY-BY-STUDY REVIEW: Detailed summary of studies, discussions, analyses, grouped under a broad theme. Use subheadings to reflect themes and major divisions.

FORMAT AND STYLE

Typically, literature reviews for proposals run about 10 pages. Try not to go back beyond 10 years for your sources, focusing rather on more recent information. Attempt to find original research, rather than studies reported on by others.

All writing must be error-free in both organization and writing skills. Typographic errors, spelling mistakes, or grammatical or punctuation errors detract from the professionalism of the Capstone. Standard Academic English is required. If you have problems with your writing, have someone proofread your work, before you submit it, for APA or MLA format in style and organization. In-text citations and the References (for APA) or Works Cited (for MLA) page must be **PERFECT**.

Note that all business, science, and social science disciplines, as well as those developing a creative product, must use the APA format for citations.

Your draft of Chapter 2 should be structured according to the outline given below, which lists the different subheadings you need to include. Consult the explanations given for guidance regarding what information to include under each of these subheadings.

**PART I OF MODULE 2: LITERATURE REVIEW**

Write and submit a draft of Chapter 2, the Literature Review, including headings appropriate to the content. Take notes from the sources and organize them according to content themes.

INTRODUCTORY PARAGRAPH

**Do no**t label this as introduction, as latest APA format requires only indented paragraph.

Begin with an introductory paragraph and place the informative thesis statement at the **end** of that first paragraph. The thesis statement is the major focus of the literature review chapter. All paragraphs relate in some way to that thesis statement.

BODY PARAGRAPHS

These are labeled according to your content, separating information based on your own headings. Use APA format for all internal headings.

Each body paragraph must begin with a topic sentence and end with a concluding sentence. Every paragraph must contain information you have read in sources. The quotes in Chapter 2 should comprise no more than 10% of the entire chapter. Every paragraph must have citations for all paraphrased information. Do not use any of your own opinions or experiences. This is purely information from researched sources.

CONCLUDING PARAGRAPH

This may be labeled **Conclusion** or **Summary**.

End with a concluding paragraph that begins with a restatement of your thesis sentence that you used in the introduction. Add nothing new to the conclusion. It is a summary of the body paragraphs.

Alphabetize all your references according to APA format, using **hanging- indent** (opposite of paragraph style indenting) to list the sources you actually used. This element completes Chapter 2, although reference page will eventually become part of **Rear Matter**, upon the conclusion of the Capstone.

Example of book reference using hanging-indent

Ehrenreich, B. (2001). *Nickel and dimed: On (not) getting by in America*. New York: Henry Holt and Company.

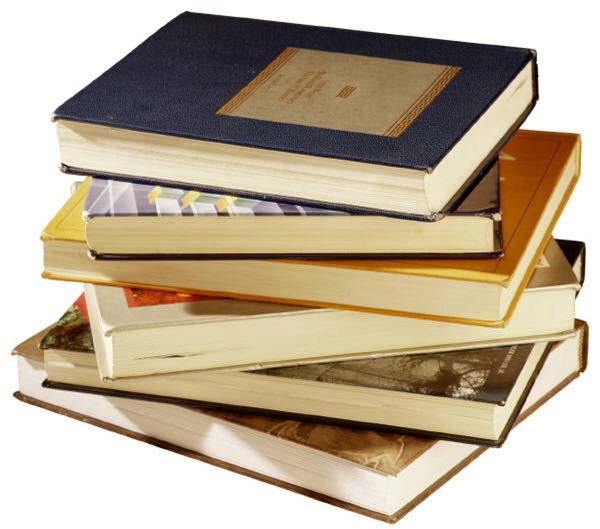
REFERENCES

NOTE: Beware of inadvertent plagiarism. Do not use any wording or phrasing from the authors of your sources unless you place the words in quotation marks. Every idea MUST be cited, regardless of how you paraphrased the information. Please focus on the guidance provided by the OWL Web Site. You will be held responsible for the writing, as well as the content of this chapter.

Review punctuation, especially semicolons. If you do not know how to use them, don’t! Review comma rules. Every comma has its own rule. Know why you are using them. Be sure to revise your work several times. Read all pages aloud to yourself and hear what you write. If you feel you cannot follow the wording yourself, have another person READ ALOUD to you. Always share your work with another pair of eyes, as he or she will catch errors you missed. That is common practice among writers, particularly of scholarly work.

Prepare an Annotated Bibliography of sources based on the references you used for Part I: Literature Review. For an example of what this involves, see page 62.

**PART II OF MODULE 2: ANNOTATED BIBLIOGRAPHY**

* Use APA format to create the annotated bibliography. See the Purdue University Online Writing Lab [OWL] website at <http://owl.english.purdue.edu/owl/>for format information.
* When using APA format, title this page **Annotated Bibliography**
* Place your Annotated Bibliography at the end of Chapter 2 (at this point). This will eventually become part of the References (APA) that will be placed at the end of Chapter 5 of your Capstone project.
* Annotated bibliographies contain two elements: (1) the actual reference in APA, (2) the annotation, itself.
* An annotation has two elements: 1) a summary that explains in several sentences some of the main ideas in the text, (2) your own sentence or two that reveals how the information from the source relates to your topic or thesis statement.
* The entire section is double spaced, throughout.

Example of an Annotated Bibliography

**Annotated Bibliography**

Abushanab, B. & Bishara, A. (2013). Memory and metacognition for piano melodies: Illusory advantages of fixed – over random-order practice. *Memory and Cognition, 41* (6), 928-937. doi: 10.3758/s13421-013-0311z

This study reviewed the differences between fixed and random order practice schedules and applied them to the area of music, seeking to determine whether participants placed their confidence in the more effective method of practice. Tests were given immediately after and two days after the practice session. The results show that participants incorrectly believed that fixed-order practice was more effective. This information impacted the design of my handbook for music teachers.

Beaumont, R. (2011). Take note: Developing an organized practice system for piano lessons. *Clavier Companion* 3 (3), 56-58.

This brief article suggests one possible system for organizing a student practice notebook, giving several examples for teachers to visualize what it should look like. The system breaks down assignments into three parts, avoiding the use of a practice log. This information provided a systematic way to organize student practice notebooks, part of my final research product.

# CHAPTER 3: METHODOLOGY

This chapter concludes the Research Design Proposal segment, which, after further revisions, will become **Chapter 3: Methodology,** the description of your research design.

The chapter cannot be finalized until the actual research has been completed as your actual activities to collect data are described in Chapter 4. You will have to return to Chapter 3 and revise a final draft before you submit the final Capstone.

At this stage, you should be making an initial determination of the following: research perspective, research type, and research method you will use when producing your Capstone report.

RESEARCH STRUCTURES:

**BRIEF OVERVIEW OF ESSENTIAL RESEARCH CONCEPTS**

This refers to the specific plan you will use to study your problem and answer your major question.

Will you be using quantitative, qualitative, or a combination of the two?

1. Quantitative: This is generally an experimental design to search for relationships through numerical measurement. This does not lend itself to the kinds of research you are currently engaged in, as it requires significant amounts of time and statistical data evaluation.
2. Qualitative: This type depends on data based on perceptions and will “…focus on meaning and understanding and take[s] place in naturally occurring situations (McMillan, 1996, as cited in Glatthorn & Joyner, 2005, p. 40). Any research of this nature usually is considered field research, including case study design, ethnographic research, and action research. The researcher is looking for realities based on context, situations, and meaning (Glatthorn & Joyner, 2005).

Qualitative research usually consists of one or more of the following perspectives. A researcher may use a combination of these perspectives to gather data.

CASE STUDY RESEARCH. This describes a study of a particular situation which allows the researcher to “narrow down a very broad field of study into one easily researchable topic” (Shuttleworth, 2014). You can study a particular situation within a large topic. This is helpful in examining real-world situations, where, although your data may not answer a question completely, you may recommend to future researchers possible, further analysis of the topic.

**Example:** Examining a school that is using a particular curriculum design or a corporation formulating a new method of delivering merchandise.

ETHNOGRAPHIC RESEARCH. This tool can be used to describe a culture with the researcher’s goal of “…understanding how other people see their experience” (Spradley, 1979, p. iv). He states further, “rather than *studying people,* ethnology means *learning from people” (*p. 3*).* This design is helpful for anyone studying the needs of a particular group based on experiences and points of view.

**Example:** Studying a group of children who have been bullied at school or a group of diabetics in need of counseling.

ACTION RESEARCH. This research perspective attempts to study and analyze data to improve an organization’s performance or the quality of a practice. A kind of inquiry design, it is often used by researchers who want to improve their own behaviors or performance. It can be a reflective, assessment tool that leads to new approaches, make decisions, test new ideas or materials, and assess the effectiveness of new approaches.

**Example:** Studying a group of actors and analyze how they can improve their performance or a group of educators who have new test protocols that have not yet been evaluated.

RESEARCH INSTRUMENTS

Begin by establishing the goals of your research. Decide in advance what you will need to know to answer each sub-question, and which the best vehicles to deliver those answers are. Consider at least two different instruments to provide data. Every element must relate in some way to your sub-questions or you will be wasting your time. If you have too many questions, that may indicate the study is too broad; if you have too few, your study may be too narrow. Rethink your sub- questions carefully. They drive the field research questions.

These specific instruments will allow you to collect data for any qualitative study.

INTERVIEWS. Face-to-face activity is a traditional method of gathering data. You can be selective and interact with the participant, even to explain something he or she cannot understand. Get permission in advance from those you wish to meet. Remember that people can be reluctant to meet with you, as time constraints may impede their and your activities. Be certain to assure the participants that personal identification and all answers are anonymous, and you plan to use fictitious names related to any study subjects or places.

OBSERVATIONS. Depending upon your sub-questions and your goals, this may serve a significant purpose. Always ask permission in advance and offer the study subjects the opportunity to see the results of your observations. Develop lists of behaviors and actions that reflect your sub-questions’ needs.

SURVEYS. This is a valuable tool for collecting opinion-type data from a large group. Decide on your target audience. Results are easily accessible and can be easily retrieved through use of technology. Attempt to gather as many surveys as possible, as the average mailed survey return rate is about 10%. Avoid having too many questions on a survey; use simple yes/no or scaled answers such as are provided on a Likert scale (Very much, somewhat, little, none). Accuracy of data is difficult, as there is no way to achieve 100%, but results can establish a context from which assumptions can be made and projected, as a representation of opinion.

QUESTIONNAIRES. These are very similar to surveys, but they offer the flexibility of adding short, written responses beyond the bubbling of an answer. Each additional response will be categorized and used to answer sub-questions. Keep the questionnaire as short as possible. Be careful not to overwhelm yourself and your participant with data.

PRIMARY SOURCE DOCUMENTS. Documents are used as a base from which information can be gleaned. Only particular kinds of questions can be answered by analyzing a primary source document. This depends on the study and the sub-questions asked. Unless you are basing your major question on a document, do not consider this instrument.

TYPES OF QUESTIONS

YES/NO QUESTIONS. These leave little information to be determined by answers. They may serve as a starter for multiple choice questions or questionnaires.

MULTIPLE CHOICE QUESTIONS. They allow for many different answers that include a “do not know” or “do not wish to answer” questions. These kinds of answers can also add to assessment, depending upon the purpose of the study. The form is easy to fill out and easy to score. It is useful for large groups of participants.

SCALE OR RATING QUESTIONS. This is more open-ended than multiple choice questions, as it allows for extreme views at both ends of the scale. This may be more difficult to analyze.

INTERVIEW QUESTIONS. These ask for opinions and must be completely open-ended, thus the participant can respond in any way. Neutral questions should be presented to avoid leading the participant into a particular answer. The major problem is how to analyze such answers without a numerical scale.

GENERAL ADVICE

Add a cover letter to a survey and questionnaire to explain what you are doing, how to fill in the instrument, and how to return it. Introduce yourself; explain reasons for this research, how results will be used, and how you can be contacted if the respondent has any questions.

Try to group questions according to topics, which enables participants to answer more easily.

Consider the importance of the order in which you ask questions. Begin with the most relevant questions first. Questions should be easy to understand, presented in clear English, and delivered in a friendly, non-threatening way. Test your questions on a small group prior to delivering them to participants, and using honest feedback, you can make adjustments. Plan a numerical way you can assess the interview answers (Shuttleworth, 2014).

After making an initial determination of which perspective, type, and instruments are best suited for your purposes, you will begin to develop your research design, a specific plan for studying the research problem that has been identified. Analyze your own capacity, the resources you expect to use, and the importance of the problem you have identified in Chapter 1. Make certain all elements coordinate.

**TIPS FOR REPORTING ON METHODS OF DATA COLLECTION**

Picture someone reading your Capstone and preparing to replicate your exact study. This scholar wants to walk in your shoes and do EXACTLY what you did to collect data. The steps leading to the discovery of the answer to each sub-question should be clearly enumerated. Each separate sub question must be described in its own way. Make the job of replication as easy as possible for the scholar who wishes to extend your research.

FOR RESEARCH AND APPLIED PROJECTS:

FOR CREATIVE PROJECTS:

Explain exactly how you went about developing your product. Picture someone trying to emulate what you have done. You have no data, but you certainly can give advice to budding artists, writers, or musicians.

**DEVELOPMENT AND STRUCTURE OF CHAPTER 3**

You will develop your research design proposal according to the outline given below.

Content from this research design proposal will represent the formation of Chapter 3, which you will write following the actual execution of the design. Submit your research design proposal in the following format:

Example of Chapter 3

**Chapter 3: Methodology**

Begin the chapter with a paragraph that gives a general general introduction. Assume the reader has not read previous chapters and needs to understand the topic context and importance. Then, identify your research design and how that design accommodates your purpose. Following this succinct paragraph, copy and paste the major and sub questions from Chapter 1. Do not use the heading *Introduction*.

**Research Context**

For body paragraphs, use headings as above. Describe where the study took place; use fictitious name to avoid any identification, but you can describe the setting, if relevant.

**Research Participants**

Detail who actively participated in the study, using summary demographic information.

**Research Instruments**

Introduce the kinds of instruments and note, using (See Appendix A) or related identification, that the actual instruments –surveys, interview questions, etc., can be found in the Appendix.)

**Plan of Action**

Describe your plan of action based upon how your research design relates to your project. Once the plan has been executed, and you have completed the study, return and revise the structure to identify the actual procedures you used. At this point, Chapter 3 serves as the final section of the proposal.

Repeat major and sub-questions here. Major Question:

Sub-question 1:

Sub-question 2:

**Organization and Analysis of Data**

Explain how you will organize, then analyze data leading to answering the sub questions.

Raw data--how do you plan to organize it in order to make sense of it? You can use the raw data, percentages, scores, narrative texts, tables, charts, graphs, photos, other figures. (Glatthorn & Joyner, 2009).

Interview data--how will you reduce the narratives into numerals to analyze them?

**(continuation of Chapter 3)**

**Summary**

Conclude with a review of the structure of the study. Use only main points that explain the important aspects of the chapter. Remember that new researchers MUST be able to replicate your study, so all your instructions must be clear and to the point.

DATA COLLECTION FOR RESEARCH AND APPLIED PROJECTS**.** Introduce each sub-question individually and explain how you will answer it. Take the reader step-by-step through your research.

SPECIFIC PLANS OF ACTION

DATA COLLECTION FOR CREATIVE PROJECTS. Introduce each sub-question individually. Explain what you plan to do to achieve the goals you have set for your Creative Project. **Include an explanation of how the rationale for your research impacts the results of your study and is further developed into your creative project. How do the answers to the sub-questions impact your product?** Will you write something, draw something, or compose something based on what you have learned from your sub-questions? You may have to customize the procedures for achieving your goals if you are producing a Creative Project. Contact your mentor for assistance.

# CHAPTER 4: RESULTS OF THE STUDY

In this chapter, you will report data to answer sub-questions, which will, in turn, answer the study's major question.

**TIPS FOR CONTROLLING DATA**

When setting up this chapter, arrange all data under their relevant sub- question, similar to your explanations in Chapter 3. Your findings must be reported in real terms, without discussion or opinion. Save that for Chapter 5.

FOR RESEARCH AND APPLIED PROJECTS:

NOTE: If you have used any survey instruments such as questionnaires, be sure to mention the total number of each, and report on those that you received.

FOR CREATIVE PROJECTS:

If you are developing a creative project, your chapter may be divided into two sections: 1. Data Collection; 2. Product. Although you may not have much data, follow the prescribed headings to reflect your data collection; this is not the focus of your study. Explain how the product answers the major question, prior to your presentation of the actual project. When you have completed all the elements related to data that impacted your product, introduce it. If it is too extensive, you might want to place it in the Appendix, under its own name.

**ORGANIZATION AND STRUCTURE**

Organize your chapter according to the outline below and complete the following steps:

**Chapter 4: Results of the Study**

In the introductory paragraph, do not use a heading, but introduce this chapter accordingly.

FOR RESEARCH AND APPLIED PROJECTS.

Write an introduction to the chapter. Conclude the introduction with the copy and paste activity transferring the major and sub-questions from Chapters 1 and 2 to Chapter 4. You will be repeating the major and sub-questions that appeared in your drafts of Chapter 1 and Chapter 3 to Chapter 5, as well.

FOR CREATIVE PROJECTS.

Write an introduction to the chapter. Conclude the introduction with the copy and paste activity transferring the major and sub-questions from Chapters 1 and 2 to Chapter 4. You will be repeating the major and sub-questions that appeared in your drafts of Chapter 1 and Chapter 3 to Chapter 5, as well.

Introduce the project you have created in an effort to answer the major question of your study. This will vary depending on the project. In some cases, sections of the project may answer individual sub-questions. Provide an explanation of how your product results in fulfilling the goals represented by your question(s).

BODY OF THE CHAPTER

**Data Related to Sub-Questions**

Sub-question 1:

Introduce this data, show figure, explain figure as if figure is invisible. Sub-question 2:

(Body of the Chapter). Body headings are based on sub-questions. There is no one specific list of headings beyond the title of the chapter and the heading of Summary at the end.

Body headings are based on sub-questions. There is no one specific list of headings beyond the title of the chapter and the heading of Summary at the end.

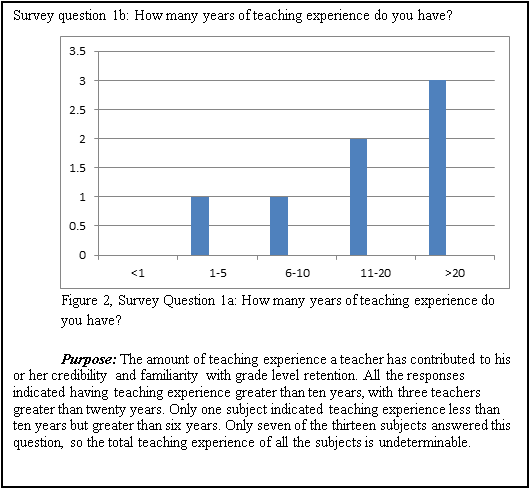
Set up information based on the study’s sub-questions.

FOR RESEARCH AND APPLIED PROJECTS

**DEALING WITH RAW DATA**

* Organize data by repeating each sub-question.
* Present all the data related to that sub-question in the respective paragraph.
* If you use any instruments such as questionnaires or surveys in your research, present them in the text of this chapter as follows: “The questionnaire (see Appendix A) has provided the following data...”
* If your capstone project includes images, graphics, tables, charts, videos, or other types of visuals, introduce each of them with a short paragraph related to its content.
  + Have a title on each image, graphic, table, chart, video, etc.
  + If your visuals are from other sources, be sure to cite them properly.

See the following examples.



FOR CREATIVE PROJECTS

Survey Question 3a: Retention has negative effects on students,

academically.

Figure 8: Survey Question 3a: Retention has negative effects on students, academically.

***Purpose:*** As seen in Figure 8, the majority of responses, 76%, indicate that teachers view retention as not having negative effects on students, academically. However, 15.4% of teachers believe that retention does affect students' academics negatively. Only 7.7% of teachers had no opinion.

7.7

15.4

Agree

Disagree N/A

76.9

Follow instruction for Research and Applied Projects.

This chapter can include the actual Creative Project in its entirety. It may be in the form of a PowerPoint presentation, a video, a document, or any combination of these.

**DEALING WITH INTERVIEW QUESTIONS AS DATA**

For all projects, you will need to work with interview data and reduce the narratives into numerical data in order to analyze them.

You will have to complete the following steps:

1. First, transcribe the interviews by creating narratives;
2. Identify categories and classify responses according to the categories;
3. Code all responses according to the categories;
4. Tally the coded responses (Glatthorn & Joyner, 2009).

Identify the sub-question. Then, post each interview question and its respective answers from all participants. Move on to each question and list of answers. Do not comment or discuss; just post.

Questionnaire Results from Foster Parents

1. Why is being a foster parent difficult?

**Parent #1:** “It is difficult because I can’t discipline them like my own children and time out and taking things they enjoy doesn’t always work.”

**Parent #2:** “It is difficult because you are raising someone else’s child like your own with pretty much no say or opinion. It is hard because not many listen in the system to foster parents.”

**Parent #3:** “Because sometimes you just don’t know how to help a child. Working with some biological families is different because you have to keep your opinions and beliefs to yourself. Biological parents can also be very mean and vindictive.”

**Parent #4:** “Trying to keep someone safe when it is ultimately the judge’s decision. Our voices, opinions and suggestions about how to improve foster care, what’s best for the foster children in our care, etc. are not listened to or heard. We live with the children placed with us 24/7 and advocate for them daily, but it seems like as a whole, we are the lowest on the totem pole when it comes to anything official or legal.”

1. What is your number one complaint about the foster care system?

**Parent #1:** “My number one complaint about the system is how foster parents must be almost perfect but bio parents get so many chances after messing up repeatedly. Children then get stuck in the system for longer.”

**Parent #2:** “Lack of communication between foster parents, caseworkers and biological parents. I feel as if I am an outsider during the process that receives very minimal information from other sources.”

**Parent #3:** “The biological parents rights tend to outweigh the child’s rights making decisions that are best for the biological parents instead of the child.”

**Parent #4:** “It is lacking good workers that actually care and want what’s best for the kids in the system.”

Summary should be the final heading for Chapter 4. In some cases, Chapter 4 is the longest chapter, with the most information. On occasion, it has been almost one-third of the entire Capstone.

**SUMMARY**

FOR RESEARCH AND APPLIED PROJECTS

Present a summary paragraph of the results of data as the conclusion to the chapter. **Do *not* include interpretation or discussion of data.**

FOR CREATIVE PROJECTS

Present a summary paragraph of the results of raw or narrative data as the conclusion to the chapter. **Do *not* include interpretation or discussion of data.** Reference should be made to the Creative Project. Creative project may be added as part of this chapter or as Appendix A.



# CHAPTER 5: SUMMARY AND DISCUSSION

The overall purpose of this chapter is to state the contribution of your capstone project to a particular discipline or field of study. This is the SO WHAT? chapter that gives the purpose for your work.

Keep in mind that readers may skip your entire first four chapters and read ONLY Chapter 5. Thus, all the necessary information MUST be included here.

Chapter 5 should be structured according to the outline given below, which lists the required subheadings.

This is based on the introductions in Chapters 1, 3, and 4. Present the focus of the capstone project. Use referenced information from Chapter 2, with appropriate in-text citations to provide the reader with background material.

**STATEMENT OF PROBLEM**

Copy this from Chapter 1. Include the major question and sub-questions you have researched.

**EXPLANATION OF PROJECT**

If you have an artistic, creative product, include that explanation here. If you have no product, eliminate this heading.

**REVIEW OF METHODOLOGY**

Explain what you did to research your project, but avoid going into any detail. Give a general explanation of how you carried out your research.

**SUMMARY OF RESULTS**

RESEARCH AND APPLIED PROJECTS. Return to Chapter 4. Review each sub-question and what you learned from the research. Separate each sub-question as a subheading. Interpret the results of each sub-question to enable the reader to understand how these results answered the major question.

FOR CREATIVE PROJECTS. Describe your project as if the reader has not seen any previous chapters or viewed your product.

**RELATIONSHIP OF RESEARCH TO THE FIELD**

Explain how your research supported or did not support the research described in your draft of Chapter 2. Use referenced material and in-text citations to validate your research.

**DISCUSSION OF RESULTS**

FOR RESEARCH AND APPLIED PROJECTS. What was the significance of your findings? Explain how your work adds to the body of knowledge in your field.

FOR CREATIVE PROJECTS. If this is a creative project, explain how your work demonstrates the purpose of your research.

**CONCLUSIONS AND RECOMMENDATIONS**

Provide a concluding section that explains how your project answered the major question that served as the impetus for your study and research. If you have any recommendations, you may provide them as a level 2 heading.



# FINALIZING AND SUBMITTING YOUR CAPSTONE PROJECT

# FINALIZING AND SUBMITTING YOUR CAPSTONE PROJECT

For this assignment, you will finalize all chapters, assemble all components of your capstone project, and submit it to your mentor. (Please note: you are not required to turn in your entire capstone project to turnitin.com--only to your mentor as directed.)

Be certain to revise all chapters based on feedback you have received from your mentor and classmates. Review your writing skills.

**ORDER OF ELEMENTS OF CAPSTONE**

Your project should have the 14 components listed below, and they should be arranged in the same order. Consult the explanations given for guidance regarding what information to include under each of these components. Each starts on a new page, listed in contents.

FRONT MATTER OF THE CAPSTONE

1. Title page
2. Abstract
3. Acknowledgements
4. Dedication
5. Contents
6. Figures and Tables

BODY OF CAPSTONE

1. Chapter 1
2. Chapter 2
3. Chapter 3
4. Chapter 4
5. Chapter 5

REAR MATTER OF CAPSTONE

1. References
2. Annotated Bibliography
3. Appendices (Creative Product)

# FRONT MATTER DETAILS

All Front Matter pages are separated, even though there may be considerable white space left blank on the page.

**TITLE PAGE**

Use the traditional APA title page including the words “Running Head:” with your running head added to this page. Keep the title as short as possible and use key terms for other researchers to use for an Internet literature search. **Do not** start the title using the words *study of,* or anything similar. Many titles begin with the topic, followed by a colon, followed by the thesis concept. This title will be printed as the header on every page beyond the title page, along with the page number.

RUNNING HEAD

See example of Title Page in APA format.

The running head continues as the header **at the top of every page**, starting at the left margin and **page number** follows at the right margin. Notice the words **Running head** appear only on the Title Page.

Sample title page:

Running Head: DRONES: ADVANTAGES OUTWEIGH DISADVANTAGES

Drones in the USA: Advantages and Disadvantages Joe A. Student

The university

Dr. N. Hadid

LIB-495

June 30, 2015

Page numbers in APA format begin on the title or cover page of the report and are located in the top right corner of each page, along the same line as the running head. Begin the title page as number 1, and all subsequent pages follow.

PAGINATION

For all subsequent pages, including the Abstract page, the running head should read as follows:

DRONES: ADVANTAGES OUTWEIGH DISADVANTAGES 2

The text of the abstract begins on page 2.

See example of running head on all other pages beyond title page. Notice: no words “running head” are present on subsequent pages, only on the title page.

Each of the following sections is printed on a separate page.

**ABSTRACT**

This is a brief summary of your entire project. Begin by stating the problem and purpose of your project. Briefly indicate the methodology you used. Be sure to summarize and succinctly discuss your results. Maximum length: 250 words. Heading is centered, bold. First line of text is not indented, as it would be on a normal page.

**ACKNOWLEDGEMENTS**

Consider all the people who have helped you and contributed to the success of this report. Acknowledge them in order of importance as a way of thanking them for their participation. That should include anyone who assisted you in gathering information, advised and edited the work, and participated in the studies. Avoid overdoing the wording or adding cute comments, as this is still part of your scholarly endeavor.

**DEDICATION**

Identify the persons or group to whom you dedicate this final product. This is a cherished honor, so present this wisely.

(Do not mistakenly call this ~~Table of~~ Contents.) This provides page numbers and immediately follows Acknowledgements and Dedication pages.

**CONTENTS**

Although this is a *table*, APA does not use that wording in the heading. You will need to identify each heading and sub-heading from every section of your report and its respective page number. Indent all sub- headings in relation to their levels in the sections (See APA format). Readers will need to know the page on which to find that particular sub-heading. You may sometimes have several headings on the same page. List each one separately.

Note: place **Figures and Tables** as a separate page following **Contents** pages.

On the next page, list the Figures and Tables. List all figures by number, followed by figure title. Then, add page numbers.

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**BODY OF CAPSTONE**

You will need to revise and finalize Chapters 1-3, then arrange all five of your chapters in the following order:

* Introduction
* Literature Review
* Methodology
* Results of the Study (The Creative product may follow the data presentation in this chapter. For a large creative product it is better to showcase it in a separate Appendix following the Rear Matter.)
* Discussion and Recommendations

**REAR MATTER OF ENTIRE CAPSTONE**

REFERENCES

**(Do not call this Bibliography or List of References)** This contains a minimum of 10 sources you actually used in your report.

Include ONLY the sources you have used in **Sections 1, 2, and 5**. All other sections contain your own field research data. Make sure you follow the particular structure and capitalization of titles according to APA format.

Ask yourself the following questions as you complete this section:

1. Is each reference listed in the body of those three sections?
2. Are the authors’ names spelled correctly?
3. Is there an ampersand between the last two names, not the word *and*?
4. Is all punctuation correctly placed?
5. Is capitalization of titles correct? (Remember that only proper nouns are capitalized in the body of the title.)
6. Are book and journal titles italicized?
7. Is the reference page in alphabetical order?
8. Are all references in hanging-indent style?

FORMATTING THE REFERENCE PAGES:

Set your computer for double spacing. On a new page, under your centered, bolded title **References**, and begin to alphabetize each entry in the following way:

1. Prepare for hanging-indent format. Depending upon your computer, a hanging-indent style is often programmed into the reference section of your keyboard. This is where the first line of the reference begins flush with the left margin. As you continue to the end of the line, the second line is indented approximately one tab in from the left margin, as are all subsequent lines of that reference. Indentation is opposite to that of a paragraph, where the first line is indented and subsequent lines are flush with the left margin. If a title is only one line long, you need not worry about the format.

**Value of Hanging-Indent:** This structure helps a reader locate individual sources based on the author’s name. It set apart the beginning of each entry, as all the lines are double spaced.

1. Organize your references according to the first word of a title (if no author is named). Do not count articles such as *a, an, the* as first words in a title. Go to the first significant word and use that. If it is a number, spell out the numeral and follow the alphabet.

Example: The Song of Bernadette. This reference would be alphabetized under S.

1. Arrange author by last name, but if two authors have the same last name, refer to first name initial or even second initial.

Example: Belmont Hadid would be alphabetized as Hadid, B.; Nina Hadid as Hadid, N.

1. Integrate all references according to the alphabet, using one word at a time.
2. With multiple authors, when reaching the final author, replace the term *and* with the ampersand https://sp.yimg.com/ib/th?id=HN.608055683141274871&pid=15.1. Example: Taylor, R., Draper, S., & Rosenbaum, V.

ANNOTATED BIBLIOGRAPHY

This only includes the five or more annotated references you shared with other researchers. These may duplicate your references or provide additional resources you did not use in your report. Begin on a separate page and be certain to have this noted in the Contents.



(Notice the spelling; *appendixes* is incorrect scholarly spelling.)

**APPENDICES**

If you have an item in the appendix, you must have referred to it in the body of the text.

Example: After the explanation of your survey: (See Appendix A); after the explanation of your interviews: (See Appendix B).

This includes any important materials not found in the body of the sections. Include a sample copy of your surveys, questionnaires, and interview questions. Return to the sections where you refer to these and add (See Appendix A) to direct the reader to your instrument. You may have a huge table that is referred to in the text but does not need to be immediately available to the reader. Include that and add (See Appendix B).

CREATING AND WORKING WITH APPENDICES

You will often see the term *Appendixes* used in reports. Please notice this spelling. The word is originally from Latin, a language in which plurals of words ending in X change to CES. Our language has changed to accommodate the faster, easier pace of writing, but some scholars have not joined the modernists, who just added ES to the existing word. Choose to join the classicists and spell it *Appendices* in your formal capstone.

Appendices are supplementary materials that may be too cumbersome to place in the body of the capstone. They are located at the end of the capstone and often have information too lengthy or too detailed to include in the body.

The capstone document may have more than one appendix, each related to a different type of information. The appendices may include charts, graphs, tables, files, supplementary documents, or pictures that enhance the body information and are of interest to the readers.

If your paper will have only one appendix: Title the page **Appendix**, with no letter following the word, but include the title of the appendix.

If your paper will have more than one appendix: Title each page **Appendix A**, **Appendix B**, etc. Add a colon and the title of the appendix, using capital letters for all but articles and short prepositions.

Appendices, whether you have one or more than one, follow References in APA in all chapters. Works Cited in MLA relate ONLY to a literary product that requires an appendix at the end of your capstone document.

If you have more than one appendix, place them in the order in which they are mentioned in your document.

Begin each on a new page.

Identify each with a letter, beginning with the letter A and its title.

Appendix A: Sample Questionnaire

Appendix B: Data from Questionnaire

List the titles and beginning page numbers of the appendices on the capstone's Contents page.

Number the appendix section consecutively following the reference section.

When referring to an appendix in the document's body text:

Immediately after the information the appendix explains, add the following: (See Appendix B). Place the period after the closing parenthesis, not after the sentence.

**REAR MATTER**

Rear matter follows the Conclusion on separate pages. Rear Matter includes the following: References and Annotated Bibliography conclude the project. Appendices are at the discretion of the researcher, but all must have been previously identified within the body of the Capstone with a reference (See Appendix A), where required.

References

Annotated Bibliography (separate page) Appendices (separate page

Appendix A

Appendix B

Appendix C

**FINALIZING THE CAPSTONE**

Review and revise as necessary. Share the completed project with another student and listen to his or her comments. As the author of the research, you are the final word. Make sure the printing is clear and all errors have been corrected before you finalize and clip the project together for submission. Check printing to make sure you have no widows or orphans on any page.

***Widows:*** Headings on one page, information on next page.

***Orphans:*** One line of text or one sentence alone on a page.

Capstone is complete.

**SUBMISSION**

Remember, your paper is to be a scholarly report written in Standard Academic English and have appropriate documentation. Before submitting your work, thoroughly proofread and revise. See “Working with Words,” for advice for writing with impact.



# 

# WORKING WITH WORDS: WRITING FOR IMPACT

"The difference between the right word and the almost-right word is the difference between lightning and the lightning bug" (Mark Twain).

Using the right words can make an enormous difference in the meaning of a sentence.

* Pin down the actual meaning of the word. Is it really what you want to say? Using YOU means the writer is personally addressing the reader. Other than in a personal letter or personal essay, that is not the purpose of the writing. When referring to a person, use WHO; when referring to an animal, use THAT. Never write "...the man that...." You are insulting the man.
* Clean out excess words. Unnecessary wording or verbiage is much like the garbage you want to get out of the kitchen sink. It clogs up the meaning of the sentences. Simplify language. You don't want to interfere with readers' ability to grasp ideas.
* Get rid of clichés and jargon. Overused words have a deadening effect on your writing. Technical language must relate to the audience reading the information. Assess your audience first.
* Avoid vague wording. Say what you mean. Use concrete and specific words rather than abstractions or indefinite pronouns. Using it, them, and they can cause confusion.
* Use active sentence construction. "The teacher lectured to the class" is an example of active construction. Avoid passive construction, as in "The class was lectured to by the teacher." Active voice is bright, clean, and sharp. Passive voice drags down the writing.
* Avoid dull verbs. Use strong verbs that add life to the writing. "Corporal Smith **made** his way through the deep brush. Just then, an Army jeep **came** around the bend. The driver **made** a cloud of dirt when he **came** to a stop." Note the repetition and empty- sounding verbs in red. By replacing these boldfaced verbs with "**fought** his way," "**shot** around the bend," "**kicked up** a cloud of dirt," and "**screeched** to a stop," the writer would have changed the impact of the sentences.
* Avoid repeating words, phrases, and sentence starters. Repetition is wearisome to read and causes dull writing and boring sentences. Watch sentence length. Two short sentences sound better when followed by a long one.

Read your work aloud to yourself. Start from the end of the piece and read each sentence as a separate entity. See if it makes sense. Hear what you write. Use your finger to point to the words as you read. That will keep you from missing words or inserting words not written in your text.

### Congratulations! You have now finished your first major research study. Pat yourself on the back and celebrate!

# APPENDICES

# APPENDIX A: CAPSTONE SAMPLES

Each example is taken from a different Capstone project, providing an extensive overview of the types of projects successfully executed.

**Abstract**

Because of hugelkultur’s rising popularity in the US, it is necessary to empirically study some of its popular claims so that gardeners can objectively judge its usefulness and plan their gardens more effectively. This project examined the question, “How do common garden crops compare when they are grown in the different microclimates that occur on the north and south sides of an east-west oriented hugelkultur?” A hugelkultur is a type of raised bed made with a core of logs, sticks, or other forms of organic material which is then covered with soil. The form is a linear mound several feet tall, several feet wide, and any number of feet in length. To investigate this question, the author conducted an experimental field trial with four varieties of crops near Denver, Colorado. The author collected data by weighing plants and submitting crop samples to a group of volunteers for judging of crop quality. Data analysis relied on both visual and statistical methods. The results showed that (a) crops tend to be larger when grown on the south side of a hugelkultur and (b) crops grown on opposite sides of hugelkultur may differ in quality, though no consistent trends could be identified. The project gave a few recommendations based on these results and suggested several areas of research which would be of further benefit to gardeners.

*Keywords:* crop growth, hugelkultur

**ABSTRACTS**

**Abstract**

This capstone project is the result of a study to assist piano teachers in determining how to improve the practice habits of their students with the hope that these students will learn to practice independently. The study sought to solve this problem by establishing how teachers can communicate practice goals, how students perceive practice instructions, and what incentive programs work best. A review of the literature in this area was created to determine the various possibilities utilized in encouraging independent practice. A qualitative case study was then conducted using observation of four piano students and interviews from experienced teachers. The study found that while every student is different, teachers can encourage practice by asking students to write daily goals throughout the week, observing student practice sessions periodically, and creating a flexible incentive program that rewards for both quality and quantity practice.

*Keywords*: piano teachers, practice habits

The following example is taken from the contents page of a traditional study related to communications.

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(This is a case study of a primary source, considered a creative project.)

**SAMPLE OF CHAPTER 1 IN A DESCRIPTIVE RESEARCH STUDY**

**Chapter 1: Introduction**

This is the description of a research study that investigated 21st-century biblical interpretation. More specifically, it was a case study that observed disagreement between the researcher’s interpretation and 21st-century interpretations of the passage, Matthew 16:13-20. Below, the topic is further introduced and the problem specified, with a brief mention of methodology, delimitations, and a list of terms defined in the context of the study.

**Background**

Biblical interpretation involves the difficult task of deriving meaning from the Bible, a written text that is historically, linguistically, and culturally removed from a 21st-century reader. This task is of great importance to many people who make personal and impactful decisions based on their understanding of the Bible, but it has been well-observed that how one reads the Bible and the methods one employs in interpreting its words can alter its original meaning (Oeming, 2006, p. 26). For those interested in the author’s original intent, this is a concern, but for some, the Bible is read for its “aesthetic literary value” and its theological content is appreciated within its “artistry” (Yarchin, 2004, p. xxviii). And then, there are some who believe biblical meaning is determined by the response the words affect in the reader, regardless of the author’s perspective (Thiselton, 2009, p. 29). Finally, there are those like Alexander Negrov (2008), who advocate utilizing an authorized framework of theological doctrine to interpret the Bible, believing that “Church Tradition…is [an] indispensable guide in understanding Scripture” (p. 284). Tension regarding the true meaning of Scripture can arise between the differing camps. This tension between the hermeneutical methods mentioned above—author-oriented, literary-textual, reader-response, and theological methods—has increased markedly in the last half century (Village, 2007, p. 19), so much so, that some scholars identify the current situation in the 21st century as a crisis (Vanhoozer, 2005, p. 21, Village, p. 20). The current “plurality of methods,” says Oeming, “has left us not with a fuller understanding, but a flood” (p. 26). With the field of biblical interpretation inundated as such with different approaches, the once touted claims of distancing oneself from the text and letting it speak on its own terms have been revealed as illusion. It is generally agreed now, that interpreters are not neutral (Powell, Billings, Vanhoozer, Yarchin, 2004). Village concurs, “How the Bible is read and interpreted depends strongly on who is reading it” (p. 20), and Vanhoozer specifies the crisis further as “confusion not only over what the Bible means, but also over how to read it” (p. 21). In light of this irrefutable factor of self-involvement on the part of the reader, it has become increasingly important for 21st-century interpreters to define their hermeneutical method and establish what is true for themselves and their audiences (Billings, 2010, p. 12, Thiselton, p. 30). This study implemented a research design that attempted to contribute to this need for self-awareness in 21st-century biblical interpretation by challenging the researcher to cross-examine his own methods with those of other 21st century interpreters.

**Problem Statement**

To prompt the cross-examination of biblical interpretive methods mentioned above, this study asked the following major question:

**Major Question:** How does the researcher’s interpretation of the Bible disagree with 21st-century interpretations of the Bible?

An answer for the major question was obtained by answering the following sub- questions:

**Sub-Questions**:

1. What is the researcher’s interpretation of the Bible?
2. What are the 21st-century interpretations of the Bible?
3. That disagreements are observed between the researcher’s interpretation of the Bible and the 21st-century interpretations of the Bible?

**Professional Significance**

It was the researcher’s hope that the results of this study would be significant to the field of 21st century biblical interpretation in several ways. First, this study presents a design for research that if replicated, allows Bible interpreters to achieve greater self-awareness of their own interpretive method, to know why they have arrived at the meaning they perceive as true. Scholars agree that this awareness is important, if not requisite in the practice of interpretation (Billings, 2010, p. 12, Thiselton, 2009, p. 30, Village, 2007, p. 20, Yarchin, 2004, p. xxvii). Secondly, this investigation may serve the field of biblical hermeneutics in the future as a record of 21st-century biblical interpretive trends. Church historians and Bible interpreters in the coming years, much as they do today, will desire to look back to the trends that defined how the Scriptures were read in a previous era (Thiselton, p. 2, 20-24, Archer, 2004, Sugirtharajah, 2001, p. 242, Negrov, 2008, p. 279). Lastly, the results of this study could be useful to 21st-century biblical scholarship, regarding the interpretation of Matthew 16:13-20. The passage chosen for the case study has been traditionally one of debate, and addresses key doctrinal differences amongst Catholic, Evangelical, and Orthodox Christianity (Talbert, 2010, p. 194, Hare, 2009, p. 190, Chouinard, 1997, p. 297). Bringing this debate to the forefront in a 21st-century context could prove beneficial in establishing a greater consensus with regard to its meaning and to hermeneutical practices overall.

**Methodology**

The major question of this study encompasses 21st-century interpretation of the Bible as a whole. In order to investigate such a wide field, this project employed an inductive case study approach in which one passage of the Bible, namely Matthew 16:13-20, and the 21st-century critical commentaries addressing it were used to formulate generalizations about 21st-century biblical interpretation as a whole. This study utilized information found in the reading of both primary and secondary sources concerning the passage Matthew 16:13-20. The primary sources included the Greek New Testament, the Septuagint, and comparative Greek writings of the biblical period. Secondary sources included, introductions to Matthew, history references describing the cultural and geographical setting of the Matthew passage, Bible dictionaries, a Greek grammar reference and lexicon, and 21st -century Bible commentaries. Briefly, the steps of the study were as follows:

1. Read primary sources and supplementary secondary sources and establish the researcher’s interpretation of Matthew 16:13-20.
2. Read secondary source commentaries containing 21st-century interpretations of Matthew 16:13-20.
3. Observe 21st-century interpretations for disagreement with the researcher’s interpretation.

**Delimitations**

The following are clarifications of boundaries this study assumed in its implementation.

* For the purposes of broadening the sample, 21st-century biblical interpretations in this study included commentaries published exceptionally close to the turn of the century; 1997-present.
* Primary vs. Secondary Sources: This study refers to the 21st century biblical commentaries written by interpreters other than the researcher as secondary sources because they are secondary with respect to the researcher, or two degrees removed from the Bible. But, in the perspective of sub-question 2 and the major question overall, the 21st-century interpretations *are* the object of study and thus, could be referred to as primary sources. However, the traditional distinction of primary and secondary was upheld in the discussion of this study with hopes to avoid confusion, because it is generally understood that in biblical interpretation, the Bible is the primary source and commentaries about the Bible are secondary.
* It was not the purpose of this investigation to define truth or error in the 21st-century interpretations, but to simply identify how they disagreed with the researcher’s interpretation, which would aid the researcher in understanding where his own interpretive method stood in relation to 21st-century interpretative methods. The researcher attempted to approach the Bible from a neutral standpoint seeking a literal interpretation, but his interpretation will admittedly reflect his Evangelical beliefs to a certain extent.
* It will prove useful here to limit the term “literal interpretation”. A literal interpretation is one that captures the literal *sense* of a text. It is not to be understood as interpreting words strictly by their face value. It is agreed that some words and phrases in Scripture are used in a figurative/symbolic or idiomatic manner, and a literal interpretation will take this into account. For the purposes of this study, the following definition of “literal interpretation” should be assumed: The literal interpretation of the text is that which the text intended to convey to its original readers.
* Disagreement in this study was limited to fundamental contradictions of meaning only. In other words, the 21st-century commentaries used in this study may have included information and explanations that were materially different from the researcher’s interpretation. However, the interpretations were not cross-examined for differences in the breadth of information, but for fundamental contradictions that were irreconcilable with the researcher’s interpretation.
* The researcher recognizes that for some, biblical interpretation involves not only an examination of the text, but also a consultation of apocalyptic or revelatory traditions that can inform the reader concerning the true meaning of a text. For the purposes of this study, any interpretation involving such traditions are categorized as a theological interpretation, in the sense that those interpretation are governed by a traditional framework.
* Scripture quotations are from The Holy Bible, English Standard Version (ESV) (see References).

**Definition of Terms**

The following is a list of terms with their definitions relevant to the field of biblical interpretation that were employed in this study.

* Canon: the entire collection of biblical writings accepted as Tradition and authorized by the Church to be read as sacred Scripture
* Commentary: a collection of comments and/or explanations reflecting an interpreter’s opinion of the meaning of the Bible
* Evangelical: Protestant movement maintaining that the essence of the Christian Gospel consists in the doctrine of salvation by faith in Christ’s atonement
* Exegesis: extracting meaning out of a text; as opposed to eisegesis, the reading of one’s own perspective into a text
* Hermeneutics: the practice of interpreting a text; biblical hermeneutics used interchangeably with biblical interpretation
* Introduction: a scholarly work that examines the author, date, purpose, and source criticism of a biblical book; also may include an outline of the book and summary of key themes
* Orthodox Church: The Orthodox Church is one of the three main Christian groups (the others being Roman Catholic and Protestant). The Orthodox Churches are united in faith and by a common approach to theology, tradition, and worship. They draw on elements of Greek, Middle-Eastern, Russian and Slavic culture.
* Roman Catholic: Catholics share with other Christians a belief in the divinity of Jesus Christ. Catholics believe that the Pope, based in Rome, is the successor to Saint Peter whom Christ appointed as the first head of His church.
* Septuagint: Greek translation of the Hebrew Bible; completed in 2nd century BCE
* Tradition: capital “T,” related to doctrinal policy and traditional stance of the Roman Catholic or Orthodox Churches.

**Summary**

It has been shown that biblical interpretation in the 21st century is witnessing an increased plurality of interpretive methods and their respective possibilities of meaning. It is important for Bible interpreters today to be aware of the current trends and where their own methods stand in comparison to the rest of the field. This case study of Matthew 16:13-20 presents a means by which these needs can be met. The following chapters will discuss the relevant literature and the implementation of the study itself.

NOTE: CHAPTER II

You will notice the absence of Chapter II, Literature Review. That chapter reflects previous scholarly commentaries and study data written by specialists in the field. This is a typical “Research Paper” that most students have submitted in many university classes, using referenced material to support a thesis. It contains individual topic-driven headings in APA format.

**SAMPLE OF CHAPTER III IN A QUALITATIVE RESEARCH STUDY**

Chapter 3 was originally written in future tense, but after the study was concluded, the student returned to revise the wording to reflect the completion of the study.

**Chapter III: Methodology**

The research perspective applied to this study was a qualitative approach. In this approach, qualitative, non-experimental data was the basis for collecting and interpreting information. Information was obtained from questionnaires and interviews. The interviews were conducted with parents of children with SCD and professionals using CAM therapy. An interview was also conducted with a pediatric hematologist, who specializes in the diagnosis and treatment of children with SCD. The intent was to identify conditions that parents can use to reduce stress and enable them to focus on a positive future with their child. The study seeks to answer the following questions.

**Major Question:** How do parents of children with Sickle Cell Disease cope?

**Sub-Questions:**

1. What impact does stress have on parents?
2. What coping strategies do parents of children with SCD use?
3. How does Complementary and Alternative Medicine (CAM) therapy help parents and alleviate symptoms of SCD on their children?
4. What impact does education have on the ability for families to help children with SCD?

**Research Context**

The study took place in suburban and urban environments of four different states in the USA. The researcher knew only one of the subjects.

**Research Participants**

The volunteers were parents who shared their some of their journey as caretakers of children with SCD. The children ranged in ages from 5 – 16. The group of children was both male and female. A hematologist was interviewed regarding his work with pediatric sickle cell patients along with interviews with a chiropractor, meditation practitioner, a massage therapist, and a prayer practitioner.

**Research Instruments**

The use of interviews and questionnaires achieved the answers to the questions. Interviews were done with a hematologist, chiropractor, meditation practitioner, massage therapist, and mothers of children with sickle cell disease. Questionnaires were answered by parents of children with sickle cell disease, to assess opinions perceptions and attitudes

**Plan of Action**

This chapter provides a complete look at the steps taken to understand sickle cell disease, the stress involved and ways to help parents to cope. To achieve this, a qualitative approach was applied to achieve data to complete this study. The study explored the stress that parents live through. The study explained how complementary and alternative medicine therapy helped them and consequently their children. Education about the disease and coping mechanisms were examined.

**Sub-Question 1:** What impact does stress have on parents?

To answer the first question, four parents were given a questionnaire with four questions regarding their stress level. They all were mothers of children under the age of 18 with sickle cell disease (HBSS). The information collected measured the intensity of the parent's stress level when their child/children are sick and when they are not sick. The data also researched why parents need coping strategies to help them in order to take proper care of their chronic ill children. That intensity was measured on a mild, medium or severe level.

**Sub-Question 2:** What coping strategies do parents of children with SCD use?

This question was answered by interviewing parents and a hematologist. Parents were given the opportunity to talk about the coping skills they use for regeneration. The activities that the parents partake in when permitted were noted. A hematologist, who specializes in the care of pediatric sickle cell patients, was asked questions about his job and the coping strategies he thinks parents should adopt. The data collected from Appendix B and C gave valuable insights as to how well parents were doing despite caring for their sick children. Information from the hematologist gave vital knowledge needed to cope with the disease.

**Sub-Question 3:** How does Complementary and Alternative Medicine (CAM) therapy help parents and alleviate symptoms of SCD on their children?

Interviews were conducted with a chiropractor, meditation practitioner, a massage therapist and a prayer practitioner. They all had to state how long they have been using doing this therapy. They were asked about the benefit of CAM therapy and how it works on the body in relations to reducing stress and promoting health. They were also asked their thoughts about the relationship of CAM therapy and western medicine. This information serves as additional help for children with SCD, therefore providing knowledge of other therapies that may work.

**Sub-Question 4:** What impact does education have on the ability for families to help children with SCD?

This question was answered by a hematologist specialized in taking care of pediatric sickle cell disease patients. This was done to gain professional, medical knowledge on the effects of education and on improving the lives of families of children with SCD. The data revealed the reason why a sound education about the disease can save lives of children with SCD and also reduce the amount of stress on parents. This question was also answered in a questionnaire by another mother of children with sickle cell disease. The data collected regarding a parent’s view showed how he and she valued education. Further questions were asked about the importance of education and how has it helped with respect to the care of their children.

**Conclusion**

This study used a qualitative perspective. The answers to the questions identify parents’ stress level when dealing with a child with sickle cell disease. The importance of education and how it impacts coping mechanism were explained from a hematologist point and that of parents of children with SCD. This describes how education impacts SCD and the stress of parents. Professionals practicing CAM therapy discuss the importance and coping mechanisms. The ultimate goal of finding how parents of children with SCD cope is the major intent of this study and will offer strategies to parents.

Notice how figures are first introduced, then delivered, and concluded with a narrative to describe each figure as if it were not visible.

**SAMPLE OF CHAPTER IV USING A COMBINATION OF SURVEY INSTRUMENTS**

**Chapter IV: Data and Results of the Study**

This study assessed the effectiveness of elementary grade level retention in a southern New Jersey school district. Grade level retention is a major educational issue affecting parents, teachers, and students at the elementary school level. Parents and teachers use grade level retention as a method to assist academic and social shortfalls by allowing the student to repeat the current grade level if the student fails to meet grade level competencies. This researcher attempted to determine the effectiveness of grade level retention in a Southern New Jersey school district according to teacher feedback within the district. This non-experimental study was quantitative in nature using qualitative data through research instruments, surveys, responses, and analysis. Teachers within the district currently teaching grade levels one through six completed Likert scale surveys which provided data on the effectiveness of grade level retention within their district.

This study was conducted over a period of four months commencing in January 2012, and concluding in April 2012. The major research question is the following:

**Major Question:** How effective is student grade level retention in providing positive academic performance in a southern New Jersey elementary school district?

**Sub-questions:**

1. How do southern New Jersey elementary teachers view the methods used in determining elementary students’ grade promotion eligibility?
2. What positive academic, behavioral, and social outcomes have been achieved by students in a southern New Jersey elementary school district who were retained as opposed to students who were promoted?
3. What negative academic, behavioral, and social outcomes result from grade retention as opposed to promotion in students from a southern New Jersey elementary school district?

**Data Related to Subordinate Question 1**

**Sub-Question 1:** How do southern New Jersey elementary teachers view the methods used in determining elementary students’ grade promotion eligibility?

Thirteen elementary level educators participated in a five-part survey. The first part of the survey pertained to subordinate question one and consisted of seven questions. Below are the results of the responses from the first section along with a bar graph of the data collected.

**Survey question 1a: What grade are you currently teaching?**

3.5

3

2.5

2

1.5

1

0.5

0

First

Second

Third

Fourth

Fifth

Sixth

Figure 1, Survey Question 1a: What grade are you currently teaching?

***Purpose:*** The grade level currently being taught by the educator provided insight into which grade level educators were using grade level retention and provided credibility of the teachers being surveyed. The majority of the subjects who responded, three total, were first-grade teachers. Two were fourth-grade teachers and one each in grades two and three. Only seven out of the thirteen surveys returned contained the grade level currently being taught. Therefore, the exact amount of teachers per grade level that responded is undeterminable.

**Survey question 1b: How many years of teaching experience do you have?**

4

3

2

1

0

<1

1-5

6-10 11-20 >20

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Figure 2, Survey Question 1a: How many years of teaching experience do you have?

***Purpose:*** The amount of teaching experience a teacher has contributed to their credibility and familiarity with grade level retention. All the responses indicated teaching experience greater than ten years with three teachers greater than twenty years. Only one subject indicated teaching experience less than ten years but greater than six years. Only seven of the thirteen subjects answered this question so the total teaching experience of all the subjects is undeterminable.

**Survey question 2a: I am aware of the school's retention and promotion policies.**

15

10

5

0

Agree Disagree N/A

Figure 3, Survey Question 2a: I am aware of the school's retention and promotion policies.

***Purpose:*** The subjects were asked about their awareness of the school's retention and promotion policies. Only one of the responses indicated that the subject was unaware of the school's retention and promotion policies.

**Survey question 2b: The school's retention and promotion policies are clear to me.**

15

10

5

0

Agree Disagree N/A

Figure 4, Survey Question 2b: The school's retention and promotion policies are clear to me.

***Purpose:*** The subjects were asked if the retention and promotion policies of their school were clear to them. Two subjects indicated that the school's retention and promotion policies were unclear. The majority of the responses indicated that the school's retention and promotion policies were clear.

**Survey Question 2c: I have used retention as a means to aid a student academically.**

15

10

5

0

Agree Disagree

N/A

Figure 5, Survey Question 2c: I have used retention as a means to aid a student academically.

***Purpose:*** Two responses indicated that the subject had not used retention as a means to aid a student academically. The majority of the responses indicated that retention had been used as a means to aid a student academically.

**Survey Question 2d: I have used retention as a means to aid a student behaviorally.**

15

10

5

0

Agree Disagree N/A

Figure 6, Survey Question 2d: I have used retention as a means to aid a student behaviorally.

***Purpose:*** One subject indicated that he or she had used retention as a means to aid a student behaviorally. Two subjects indicated "not applicable" meaning they neither agree nor disagree with the question. The majority of responses indicated that retention had not been used a means to aid students behaviorally.

**Survey Question 2e: I have used retention as a means to aid a student socially.**

6

5

4

3

2

1

0

Agree Disagree

N/A

|  |  |  |  |  |  |  |
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Figure 7, Survey Question 2e: I have used retention as a means to aid a student socially.

***Purpose:*** Unlike the other survey responses, the subjects are split on the issue of using retention to aid students socially. Three responses indicate not applicable while five subjects agree and five subjects disagree.

**Data Related to Subordinate Question 1 from Survey Comments**

Only one subject made comments related to Sub Question 1: "How do southern New Jersey elementary teachers view the methods used in determining elementary students’ grade promotion eligibility?".

* Subject C: Relating to Survey Question 1a- "It is reviewed annually at faculty meetings."

**Data Related to Subordinate Question 2 and Subordinate Question 3**

**Sub-Question 2:** What positive academic, behavioral, and social outcomes have been achieved by students in a southern New Jersey elementary school district who were retained as opposed to students who were promoted?

**Sub-Question 3:** What negative academic, behavioral, and social outcomes have been achieved by students in a southern New Jersey elementary school district who were retained as opposed to students who were promoted?

**Survey Question 3a: Retention has negative effects on students academically.**

7.7

15.4

Agree

76.9

Figure 8: Survey Question 3a: Retention has negative effects on students academically.

***Purpose:*** As seen in Figure 8, the majority of responses indicate that teachers' view retention as not having negative effects on students academically. However, 15.4% of teachers believe that retention does affect students' academics negatively.

**Survey Question 3b: Retention has a positive effect on students academically.**

0

Agree

100

Figure 9, Survey Question 3b: Retention has a positive effect on students academically.

***Purpose:*** Figure 9 illustrates that 100% of the subjects agree with the fact that retention has positive effects on students academically.

**Survey Question 3c: Retention has no effect on students academically.**

0

23.1

Agree

76.9

Figure 10, Survey Question 3c: Retention has no effect on students academically.

***Purpose:*** Survey Question 3c questions whether or not retention has any effect on students at all. An overwhelming number of the responses indicated that subjects disagree. As depicted in Figure 10, none of the respondents agreed with this fact.

**Survey Question 4a: Retention has negative effects on students' behavior.**

7.7

15.4

Agree

76.9

Figure 11, Survey Question 4a: Retention has negative effects on student' behavior.

***Purpose:*** The responses to Survey Question 4a indicate that the majority of the subjects question disagree with the fact that retention has negative effects on students' behavior. As shown in Figure 11, 76.9% of the subjects disagreed with this fact while only 15.4% agreed. 7.7% of the population polled found this statement not applicable.

**Survey Question 4b: Retention has positive effects on students' behavior.**

7.7

15.4

Agree

76.9

Disagr

ee

Figure 12, Survey Question 4b: Retention has positive effects on students' behavior.

***Purpose:*** Most respondents to Survey Question 4b agree with the fact that retention has positive effects of students' behavior. Figure 12 illustrates an overwhelming number of responses that agree with the positive effects as opposed to disagree.

**Survey Question 4c: Overall, there is no change in students' behavior after retention.**

0

15.4

Agree

84.6

Figure 13, Survey Question 4c: Overall, there is no change in students' behavior after retention.

***Purpose:*** None of the responses to Survey Question 4c indicate that the subjects agree. Figure 13 depicts that the majority of responses disagree with this survey question.

**Survey Question 5a: Retention has a negative effect on students socially**.

7.7

23.1

Agree

69.2

Figure 14, Survey Question 5a: Retention has a negative effect on students socially.

***Purpose:*** As shown in Figure 14, 69.2% of the population polled agree that retention has negative effects on students socially. 23.1% of the population agrees that retention has negative effects on students socially. 7.7% of the population find Survey Question 5a not applicable.

**Survey Question 5b: Retention has a positive effect on students socially.**

7.7

7.7

Agree

Disagre e

84.6

Figure 15, Survey Question 5b: Retention has a positive effect on students socially.

***Purpose:*** An overwhelming majority of responses to Survey Question 5b indicate that the subjects agree with retention having a positive effect on students socially. Figure 15 shows that the minority of subjects disagree or find this survey question not applicable.

**Survey Question 5c: Retention has no effect on students socially.**

0

15.4

Agree

Disagr ee

84.6

Figure 16, Survey Question 5c: Retention has no effect on students socially.

***Purpose:*** The majority of subject disagree with the fact that retention has no effect on students socially. Figure 16 depicts that none of the subjects agree with Survey Question 5c.

**Survey Question 6a: Retention yields more positive results than negative.**

08.3

Agree

91.7

Figure 17, Survey Question 6a: Retention yields more positive results than negative results.

***Purpose:*** Survey Question 6a asks subjects about their overall feelings relating to the positive results of grade level retention. All subjects but one responded that they agreed with the fact that retention yield more positive results than negative. The overwhelming majority can be seen in Figure 17.

**Survey Question 6b: Retention yields more negative results than positive.**

0

8.3

Agree

Disagr ee

91.7

Figure 18, Survey Question 6b: Retention yields more negative results than positive.

***Purpose:*** In Figure 18 the results show that the majority of respondents disagree with Survey Question 6b. In alignment with Survey Question 6a, all but one of the subjects indicated disagreement with the fact that retention yield more negative than positive results in students.

**Survey Question 6c: Retention yields no change in student performance academically, socially, or behaviorally.**

0

25

Agree

75

Figure 19, Survey Question 6c: Retention yields no change in student performance academically, socially, or behaviorally.

***Purpose:*** None of the responses indicate that the subjects feel that retention yield no change in students. Figure 19 shows a majority of subjects disagree with Survey Question 6c and only a quarter of subjects find this question not applicable.

**Data Related to Subordinate Question 2 and Subordinate Question 3 from Survey Comments**

Many subjects commented on survey questions pertaining to Subordinate Question 2: " "What positive academic, behavioral, and social outcomes have been achieved by students in a southern New Jersey elementary school district who were retained as opposed to students who were promoted?" and Subordinate Question 3: "What negative academic, behavioral, and social outcomes have been achieved by students in a southern New Jersey elementary school district who were retained as opposed to student who were promoted?". Most comments are in regards to Survey Questions 3 through 6 and are listed according to the survey question.

**Survey Question 3-Academics**

* Subject C: "Some students give up when retained in 'upper grades', especially if done in the early grades."
* Subject E: In reference to Survey Question 3a and 3b- "In some cases."

**Survey Question 4-Behavior**

* Subject A: "It depends upon the child."
* Subject C: "It all depends on how the receiving teacher and parents work to create a positive structure."
* Subject E: In reference to Survey Question 4a and 4b-"In some cases."

**Survey Question 5-Social**

* Subject C: "Especially in the 'upper grades' (4+). In the K-3 ages is the best time."
* Subject E: In reference to Survey Questions 4a and 4b-"In some cases."
* Subject F: "It all depends on how the [receiving] teacher and parents work to create a positive [structure]."

**Survey Question 6-Overall**

* Subject A: "Hopefully the child has matured and is able to develop skills needed."
* Subject C: "In the younger grades very dependent on support structures used." Subjects were given the opportunity to explain their personal experiences with and detailed views on the issue of retention at the end of the survey. Several subjects responded:
* Subject B: "I have tried to retain two students during my 20 years tenure however, the parents disagreed. The students were [not] retained."
* Subject C: "Our district is very careful about retaining. We do many interventions to prevent the need for student retention. Students that have been retained in the very early grades did very well with minor issues related to social-emotional growth. Retention above Grade 3 seems extremely problematic. The students were socially devastated and saw it as failure. We need to be vigilant in the early grades to monitor students and give them all the academic support needed to be successful. We also need to focus more on letting children start school later if they are immature. Maturity is a major factor in school success. Often derailing a very smart student."
* Subject F: "I tried to retain two students during my 20-year tenure, however, the parents disagreed. The students were not retained."
* Subject G: "I think in many cases retention is necessary for some students to either mature behaviorally and emotionally, or to help give them another year of academics to help them catch up."
* Subject H: "In my experience, the students and parents have all greatly benefited from the retention process and were glad they made the decision."

**Summary**

This non-experimental study presented a careful assessment of the effectiveness of grade level retention. The teachers that participated provided immense insight into views of educators on the issue of retention. The qualitative data that was collected offers a close look into the effects of grade level retention on students academically, behaviorally, and socially; as well as examines the teachers' views on the overall issue of retention. Chapter V of this study will analyze and explain the results of this research in depth.

**SAMPLE OF CHAPTER V: SUMMARY AND DISCUSSION**

**Chapter V: Summary and Discussion**

Communication technology has been shown to benefit deaf/hard-of-hearing people (Akamatsu et al., 2006; Maiorana-Basas & Pagliaro, 2014). This study has endeavored to demonstrate what communication technologies deaf/hard-of-hearing people are aware of, what role these technologies play in deaf/hard-of-hearing people’s daily life, and how technology can be used more effectively by the deaf/hard-of- hearing. The literature review in Chapter 2 detailed the four important laws that have opened the door to communication technologies for deaf/hard-of-hearing people. The research gathered through this study reveals how communication technology is currently being used by the deaf/hard-of-hearing. Finally, this chapter concludes the study with a brief summary of the research and a discussion of the results.

**Problem Statement**

Advanced technology and related laws provide the potential for deaf/hard-of- hearing people to benefit from communication technology. However, having the technology or services available, being aware of them, and actually using the technology/service may be three different things. To derive the most benefit from communication technology, the individual must know that it exists, must be able to use it whenever needed, and must be open to using it in new or unconventional ways. In an attempt to address these issues, this study has asked the following major question:

**Major Question:** How can deaf/hard-of-hearing people benefit from communication technology? The major question was answered by these three sub-questions:

**Sub-questions:**

1. What communication technologies are deaf/hard-of-hearing people aware of?
2. What role does communication technology play in the daily life of the deaf/hard-of- hearing?
3. How can communication technology be used more effectively by the deaf/hard-of- hearing?

**Review of Methodology**

The researcher employed a non-experimental, descriptive approach in answering how deaf/hard-of-hearing people can benefit from communication technology. Surveys were sent out to various deaf/hard-of-hearing acquaintances of the researcher. Also, a chain-referral sampling method was used in which initial participants forwarded the survey to other qualifying candidates. Twelve of the thirteen returned surveys were deemed usable for answering the study’s research problem.

**Summary of Results**

**Sub-Question One:** What communication technologies are deaf/hard-of-hearing people aware of?

This sub-question was addressed in questions one and two on the survey (see Appendix A). Participants were asked about their awareness of various communication technologies, devices, and services. They were also asked how/where they learned about these technologies. Nine of the twelve participants were aware of many, if not all, of the technologies, devices, and services listed in Table 1. Only Participants C, K, and J had a limited knowledge (three things or less) of those technologies listed on the table, though they mentioned other hearing technology such as hearing aids and cochlear implants.

Participants gave a variety of answers as to how/where they learned about the technologies they listed. Several learned of these through family, friends, or the Deaf Community. Others listed advertisements, forms of technology, or organizations/conferences as their means of learning about technology that could benefit them. School, work, and audiologists were also mentioned.

**Sub-Question Two:** What role does communication technology play in the daily life of the deaf/hard-of-hearing?

Survey questions three, four, and six were used to answer this sub-question (see Appendix A). These questions asked what technologies, devices, and services they use; how frequently they use them; and which are most used on a daily basis. Only Participants A and L did not personally use any form of communication technology listed in Table 1. All the other participants used at least two things on the table with several using five or more. Participants tended to use nearly all their technologies, devices, and services on a daily basis though closed captioning, texting, e-mail, and video chats appeared to be the most frequently used.

**Sub-Question Three:** How can communication technology be used more effectively by the deaf/hard-of-hearing?

The final sub-question was answered through survey questions five and seven through fourteen (see Appendix A). Participants were first asked to rate how satisfied they are with their current communication technologies. Then, they were told to mention any technology, device, or service they wish they had and why they did not have it. The survey inquired about which communication issue participants struggle with the most and if they’ve tried any technology to help with this. Lastly, participants indicated their attitude about trying new technologies, devices, and services.

One participant did not comment on her satisfaction level for her current communication technologies. Only one participant reported that she was unsatisfied. Three people said they were somewhat satisfied, while nine stated they were very satisfied with their current communication technologies. [Note: The total is fourteen because two participants each marked two different satisfaction levels depending on their various devices.]

Five of the participants did not wish for any communication technology, device, or service that they did not own. The wishes of the other seven participants ranged from hearing aid-compatible Bluetooth devices, a telephone that will work for both hearing and deaf people, and better hearing aids to voice-to-closed-caption options on iPhones/iPads, FaceTime texting, and “halogramming.” The participants did not own these technologies/devices because they were either too expensive, not yet found, or not yet in existence.

The three most common communication struggles indicated by the participants were talking on the telephone, talking face-to-face, and understanding lectures/sermons. Ten participants listed these issues. Two other issues mentioned were being able to hear the driver while riding in the back seat of a car and being able to contact people while out running errands. Only three participants have tried any technology to assist with their communication issue.

Finally, participants rated their attitude about trying new technologies, devices, and services that could help them. One participant stated that her willingness to try a device would depend on the technology being offered. Three said they might try a new technology, device, or service. The other eight participants expressed that they would be happy to try new communication technologies.

**Relationship of Research to the Field**

The results of this study did align with some of the information presented in the literature review of Chapter Two, specifically for the first two sub-questions. Deaf/hard-of-hearing people can be aware of any available communication technology. The researcher of this study used past studies on communication technology to compile the table of available communication technologies, devices, and services used on the survey in this study. Maiorana-Basas and Pagliaro (2014) highlighted several technologies in their survey study including the TTY, e-mail, the Internet, and video conferencing. Also, texting and the vibration feature on mobile devices mentioned by Harkins et al. (2010) and Power and Power (2004) were known to many of this study’s survey participants.

The usage and frequency of use of various communication technologies, devices, and services mentioned by the survey participants supports prior research. For example, Maiorana-Basas and Pagliaro (2014) noted that TTY use has declined as 70.1% of their sample reported little or no use of the TTY. This percentage was even higher in this study as no participant mentioned using the TTY. The benefits of texting and its daily use by the survey participants was no surprise as research conducted by Akamatsu et al. (2006) and Power and Power (2004) had pointed to this. The researcher was surprised that only half of the participants mentioned using closed captioning, considering all the studies that have been done on this technology (Burnham et al., 2008; Lewis & Jackson, 2001; Szarkowska et al., 2011). E-mail, texting, and video chats were popular among this study’s sample just as they were in Maiorana-Basas and Pagliaro’s (2014) survey.

The third sub-question offered more variation from the findings of previous research. Maiorana-Basas and Pagliaro (2014) reported that over 40% of their participants wanted more captioning available on websites and the Internet. In this study, only two of the twelve participants wished for more captioning on Internet-accessing devices/services. The researcher was also quite surprised that no one wished they had quicker/better/easier 911 access. Not one of the survey participants indicated trouble with contacting 911 as one of their communication issues, though several sources have listed this lack of access as a concern (“Access to 9-1-1,” n.d.; Moore & Levitan, 2010; Power & Power, 2004). The researcher is glad that none of the study’s participants have experienced difficulties with contacting emergency services, but it is also a relief to know that text-to-911 should be a reality in the near future (“Text-to-911,” n.d.). This study has confirmed previous research about the usage of communication technologies by deaf/hard-of-hearing people, but it has also highlighted some areas, which differ from past findings.

**Discussion of Results**

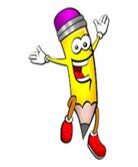
From looking at the results of this study, it appears that as a whole, deaf/hard- of-hearing people are well aware of different communication technologies, devices, and services. Seventy-five percent of this study’s participants were aware of five or more communication technologies. Of the three who were not so knowledgeable, two were 75- and 83-years-old. These two participants’ advanced ages may be the simple explanation of why they were not as aware of various technologies. Also, they were both deafened later in life and thus probably had no need to learn about technologies that could help deaf/hard-of-hearing people before then. The other less-knowledgeable participant was only 14 years old; she has time to learn about other communication technologies that could help her in her future. Apparently, deaf/hard-of-hearing people, especially those who have been deaf/hard-of-hearing from birth, are educated regarding communication technologies, devices, and services that are available to assist them. Those who are not as well-informed, mostly the older, late-deafened adults, perhaps could benefit from a greater awareness of communication technologies. The older, hard-of-hearing adults expressed a willingness to try new devices that could help them; they simply did not know of many. Further research needs to be done to determine how to encourage awareness and, more importantly, application of helpful communication technologies among older, late-deafened adults.

This study has confirmed that the role of communication technology in the daily life of deaf/hard-of-hearing people is substantial. The majority of participants used many of the technologies, devices, and services that they were aware of, with e- mail, texting, video chats, and closed captioning being the most prominent. As noted in the previous section, TTY use has declined. TTYs were familiar to eight of the participants, but not one participant stated that a TTY was used ever, not to mention daily. E-mail and texting seem to have taken the place of the TTY for many deaf/hard- of-hearing people. In a way, this is a good thing, as now it is easier for deaf/hard-of- hearing people to contact hearing people via a mainstream technology that is familiar to both groups. Also, video phones and video chats in general are very popular among deaf/hard-of-hearing individuals. Seven of the nine adults in this study utilized a form of video chat frequently, if not daily. For those deaf/hard-of-hearing people who use them, beneficial communication technologies are taken advantage of on a daily basis.

Communication technology was effectively employed by most of the study’s participants; most had a wide variety of communication technologies, devices, and services to choose from. Correspondingly, nine participants expressed satisfaction with at least some of their technologies. However, three of the common communication struggles listed by the participants may be solvable with technology, depending on the individual. For example, issues with talking on the telephone could be solved by using a captioned telephone (CapTel) if the deaf/hard-of-hearing person can use speech. Another reoccurring issue was being able to understand lectures and/or sermons. Sign language interpreters can be one solution to this issue if the deaf/hard-of-hearing person knows sign language. CART captioning could be the answer for those deaf/hard-of-hearing people who do not know sign. One participant mentioned that she struggles with being able to contact people when she is out doing errands. Since this participant also mentioned that she would be happy to try new devices that could help her, perhaps she would be willing to learn how to text. Eight of the participants reported that they would be happy to try new communication technologies and the other four remarked that they might try a new technology depending on the device. Further research needs to be done to determine if there is an inconsistency between deaf/hard-of-hearing people’s attitudes about trying new technologies and their actual testing of them. Even with some lingering communication struggles, deaf/hard-of- hearing people seem to be putting communication technology to its best use.

**Conclusion**

The deaf/hard-of-hearing people who participated in this study have demonstrated that, overall, they are quite aware of the various communication technologies, devices, and services available to them. Communication technology is used widely and often by deaf/hard-of-hearing people. Though there is always room for improvement, deaf/hard-of-hearing people appear to use their technology in the most beneficial way by having a wide variety of technologies to choose from. As communication technology continues to expand, advocates and lawmakers need to continue to be diligent with updating deaf/hard-of-hearing access to these beneficial technologies.



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