EDCI 6280, Fall 2018
Qualitative Research in Education

Location: UNT Universities Center Dallas, Room 321, or Online via Canvas
Meeting Dates/Time: Wednesday, 5:30 p.m. to 8:20 p.m. or Online
Instructor: Dr. Barbara L. Pazey
Office: UNT-Denton, Matthews Hall 218-L
Phone: 940.565.4897 (office), 440.622.5123 (cell), 469.731.5066 (home)
Email: barbara.pazey@unt.edu
Skype: bpazey
Office Hours: Wednesday, 3 to 5 pm or virtual appointment / conference

Course Description and Topics

For this course, Qualitative Research in Education, we will review the foundations of qualitative design and investigate the history, philosophy, key concepts and terms, and nature of qualitative research. Examples of different types of qualitative research and assessment issues will be examined (i.e., case study, ethnography, narrative inquiry, phenomenology, and action research). In addition, the following topics will be discussed: (a) paradigmatic approaches to qualitative research; (b) designing qualitative approaches to research; (c) the ethics of social research and Institutional Review Board (IRB) policies with respect to human subjects; (d) observation, participant observation, in-depth interviewing, and survey method; (e) focus group research; (f) mixed methods research; (g) selection of appropriate design and methods of data collection; (h) positionality, logic and coherency of research procedures/methods; (i) analysis and interpretation of qualitative data; and (j) writing and representation of qualitative projects. Students will read and evaluate qualitative research, conduct components of qualitative research, and identify methodological elements and issues.

Each of you will read and evaluate qualitative research articles, conduct components of qualitative research, and identify methodological elements and issues that can occur in the process and practice of conducting qualitative research.

Course Goal and Expectations

To provide each student an opportunity to:

1. Examine and demonstrate skills in ethical dilemmas and issues related to the research process, including issues and processes related to Institutional Review Board certification approval.
2. Identify and explain the range of problems addressed by qualitative research. What is qualitative research? What are the different ways it is conceptualized? How does it define problems? What is the origin of qualitative research?

3. Reflect on one’s own presuppositions and subjectivities in regard to the research processes.

4. Specify the units of analysis examined in qualitative research and the nature of the explanations generated. What kinds of human phenomena does qualitative research examine? What goals does it attempt to achieve?

5. Identify the tasks and processes required to formulate appropriate research problems within educational settings, to design relevant qualitative research strategies for examining such problems, to select pertinent data sources, data collection methods, and data analysis methods, and to assess the results of such efforts.

6. Recognize exemplars of qualitative research derived from varying approaches and traditions, identify the goals and presuppositions of the different exemplars, and critically assess the designs for their accomplishment of specified research goals.

7. Develop an understanding of the relationship of educational theorizing to the research process through an examination of a variety of theoretical orientations.

8. Analyze the basic assumptions and implications of the identified research traditions and specify the interrelationships among them.

Required Readings and Learning Resources


Peer-reviewed journal articles and/or videos named on Canvas weekly assignments

Note: Selected articles posted in Canvas are available on the UNT Library Content Resource Page. Due to copyright restrictions, instructors have been asked to provide those resources on the Library Content Resource Page.

Other Suggested Materials

A journal to record your thoughts; maintain an account of your ongoing experiences and “aha” moments throughout the semester; collect, analyze, and interpret data; and tune into your feelings, personal experiences, feelings, challenges, and growth as you proceed through this course.

Note: I reserve the right to modify any portion of this syllabus, including course assignments, grading system, due dates, and any other aspects of the course as circumstances may warrant.

Learning Activities and Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
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<tbody>
<tr>
<td>1a. In Class Discussion &amp; Participation, 8 classes</td>
<td>40</td>
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<tr>
<td>1b. Discussion Board Participation, 7 posts @ 5</td>
<td>35</td>
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<tr>
<td>2. NIH Certificate</td>
<td>10</td>
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<tr>
<td>3. Assignments Related to Chapter 3</td>
<td>20-40</td>
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<tr>
<td>4. Chapter 3 Presentation &amp; Draft</td>
<td>55</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>160-180</strong></td>
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Detailed descriptions and rubrics for assignments 1-3 are located at the end of the syllabus in an appendix. A description and rubric for assignment 4 will be provided in a separate document.

Grading Policy

The most important criteria for grading are thoughtfulness, completeness, and quality. The effort you put into your assignments—process--will contribute to your success on the final outcome--product.

Discussion board posts are a public display of your learning and thinking. You should write carefully, think about your ideas, and communicate effectively. To produce a coherent post, it is highly suggested you create the post on a word doc, then copy and paste it into Canvas.

Quality of Work and Feedback: As your instructor, I intend to provide feedback on well-written, polished drafts of all submissions and major assignments. In some cases, general
feedback will be provided when as it may not be feasible for me to respond to every one of your posts. As much as possible, however, I will generate additional questions, seek to extend your thinking, ask you to clarify your position, provide alternative perspectives, and/or require you to add more information or strengthen / revise your writing.

Assignments that are not demonstrably spell-checked, grammar-checked and proofread will not be accepted. Unacceptable assignments will receive a grade of zero or lower grade, and any opportunity to revise and resubmit your assignment will be provided at the discretion of the instructor. Please note: all of your work for this course must be original (see Academic Integrity Policy).

Letter grades will be allocated on the following scale:

90 to 100 percent = A  
89 to 80 percent = B  
79 to 70 percent = C  
69 to 60 percent = D  
59 percent and below = F

Course Policies

An important note about online learning: Please remember the major difference when engaging in online classes is that communication is solely by written word. Body language, voice tone, and instantaneous listener feedback found in the traditional classroom are all absent. Please take this into account when contributing messages to a discussion and when reading them. Additional considerations:

- Written communication can easily be misinterpreted so avoid the use of strong or offensive language. For example, using capital letters or several exclamation marks can come across as shouting.

- In general, avoid humor and sarcasm as the absence of facial or voice cues can make it difficult for the reader to comprehend.

- If another classmate makes a statement that you consider to be offensive, discuss it with the professor first. What you may find offensive may have been unintentional and may be cleared up by the professor.

- Think carefully about the content of your text before submitting it. Once the message is sent to the group, there is no taking it back. Poor grammar and spelling errors in your written assignments may result in lost points.
• A blended course, where some class sessions are online, is still a classroom and comments that would be inappropriate face to face are likely to be inappropriate in online classes as well. Please be respectful to both your classmates and your professor.

• Before adding your comments, read the thread of your fellow classmates’ comments. You want to relate your comments based on the discussion in progress. If you notice someone has not commented on a particular discussion post, please make every effort to give feedback on that person’s post, as it can be interpreted as rude to ignore your classmates’ contributions.

**Late Work:** If you miss an onsite class or a week of online class for any reason, you may lose some or all of the participation points you might have earned had you participated. No retro-participation points will be awarded, so it is imperative that you check the Canvas website and your UNT issued email to make sure you are on top of each assignment and communication.

Assignments and papers submitted late with a reasonable excuse will be accepted without penalty only if this is discussed with the instructor before the due date and the instructor has responded giving consent to grading the late submission. If an emergency situation arises where you will not be able to meet a deadline, you should let me know promptly!

Accommodations will be made for documented illness, deaths in the immediate family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities in a way that does not penalize students who have a valid excuse. Consideration will also be given to students whose dependents experience serious illness. Any work submitted after the due date without prior permission will be reduced by 10 percent off the top and then graded in the usual manner (i.e., the assignment will automatically receive a B grade or lower) providing the assignment is turned in within 24 hours of the time it is due. As assignment not turned in within 24 hours of the time it is due will result in a lowering of 20 percent of your grade. After 48 hours, the paper will receive 30 percent off. On the fourth day, the assignment will no longer be accepted for submission.

**Written Assignments:** All papers and other written assignments should be submitted through Canvas unless otherwise noted. I will grade ONLY the draft that is uploaded into the system. Double check to ensure your submission is the final version and upload all assignments as a .doc or .docx version attachment. This will allow the instructor to provide feedback to you via track changes.
The UNT College of Education

The Educator as Agent of Engaged Learning:

Improving the quality of education in Texas schools and elsewhere is the goal of programs designed to educate future education professionals at the University of North Texas. To achieve this goal, programs leading to administrative licensure and advanced programs at the University of North Texas 1) emphasize content, curricular, and pedagogical knowledge acquired through research and informed practice of the academic disciplines, 2) incorporate the Texas Standards for leadership preparation programs and administrative certification, 3) feature collaboration across the university and with schools and other agencies in the design and delivery of programs, and 4) respond to the rapid demographic, social, and technological change in the United States and the world.

The educator as agent of engaged learning summarizes the conceptual framework for UNT’s basic and advanced programs. This phrase reflects the directed action that arises from simultaneous commitment to academic knowledge bases and learner centered practice. "Engaged learning" signifies the deep interaction with worthwhile and appropriate content that occurs for each student in classrooms of caring and competent educators. "Engaged learning" features the on-going interchange between the instructor and learner about knowledge and between school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT and the larger community in promoting the commitment of a diverse citizenry to life-long learning. In our work of developing educators as agents of engaged learning, we value the contributions of professional development schools and other partners and seek collaborations which advance active, meaningful, and continuous learning.

Seeing the engaged learner at the heart of a community that includes educators in various roles, we have chosen to describe each program of educator preparation at UNT with reference to the following key concepts, which are briefly defined below.
1. **Content and curricular knowledge** refer to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.

2. **Knowledge of teaching and assessment** refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.

3. **Promotion of equity for all learners** refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.

4. **Encouragement of diversity** refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.

5. **Professional communication** refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.

6. **Engaged professional learning** refers to the educator's commitment to ethical practice and to continued learning and professional development.

Through the experiences required in each UNT program of study, we expect that basic and advanced students will acquire the knowledge, skills, and dispositions appropriate to the educational role for which they are preparing or in which they are developing expertise.

A broad community stands behind and accepts responsibility for every engaged learner. UNT supports the work of Pre K-20 communities through basic and advanced programs for professional educators and by promoting public understanding of issues in education.

**Ethical Behavior and Code of Ethics:** The Teacher Education & Administration Department expects its students to abide by the Code of Ethics and Standard Practices for Texas Educators, Chapter 247 of the Texas Administrative Code [www.sbec.state.tx.us](http://www.sbec.state.tx.us). These standards are outlined in (a) Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR), Texas Examination of Educator Standards (TExES); and (b) the codes of ethics adopted by professionals in the education field such as the National Education Association (NEA), American Federation of Teachers (AFT), and American Association of School Administrators (AASA).

**Submitting Work:** All assignments should be submitted via Canvas. Assignments posted after the due date and time will be considered late and points will be deducted from the final grade for that particular assignment.
Grading and Grade Reporting: Grading rubrics for all assignments can be found on the course Canvas website with the assignment. Students are encouraged to review the grading rubrics to guide them in successfully completing all assignments.

Writing Policy: Educators are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a colleague. Your written products – including, but not limited to, papers, discussion posts, and emails – should include appropriate greetings and salutations, accurate spelling, grammar, punctuation, syntax, format, and English usage. You should expect that all assignments will be evaluated on these writing skills, in addition to any other expectations of a particular assignment. The UNT Writing Lab (Auditorium Building, 105) offers one-on-one consultation to assist students with their writing assignments. To use this resource, call (940) 565-2563 or visit https://writingcenter.unt.edu/welcome-unt-writing-lab

Teacher Education & Administration

Departmental Policy Statements

Disabilities Accommodation: “The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class.”

Observation of Religious Holidays: If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible, preferably 1 week in advance.

Academic Integrity: Students are encouraged to review UNT’s policy on Student Standards of Academic Integrity. Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university. For more information, see http://policy.unt.edu/policy/06-003

Acceptable Student Behavior: Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer
the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university’s expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at https://deanofstudents.unt.edu/conduct

**Attendance:** You are expected to attend all on-site classes and fully participate in all classes, both in class and on-site. At the same time, extenuating circumstances and unexpected events can arise on occasion. It is **imperative** that you inform me as quickly as soon as possible if you are not going to be able to make it to class on time. Please email or text me if a last-minute event precludes you from coming to class or if you will be late to class.

**Eagle Connect:** All official correspondence between UNT and students is conducted via Eagle Connect and it is the student’s responsibility to read their Eagle Connect Email regularly.

**Cell Phones and Laptop:** Students should silence cell phones when they are in class. Students should refrain from use of laptops or cell phones (texts, emails, or calls) while in class unless the laptop/phone is being used for learning activities associated with the course. In case of an emergency, please step outside to use your phone.

**SPOT:** For all organized class at UNT, students are expected to complete the Student Perceptions of Teaching (SPOT) evaluation system. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

**Collection of Student Work:** In order to monitor students' achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

**TK20:** Some undergraduate and graduate education courses require assignments that must be uploaded and assessed in the UNT TK20 Assessment System. This requires a one-time purchase of TK20, and student subscriptions are effective for seven years from the date of purchase. Please go to the following link for directions on how to purchase TK20: http://www.coe.unt.edu/tk20-campus-tools. Announcements regarding TK20 will also be posted on this website.
Six Student Success Messages. The Department of Teacher Education & Administration supports the six student success messages on how to succeed at UNT: (1) Show up; (2) Find support; (3) Get advised; (4) Be prepared; (5) Get involved; and (6) Stay focused. Students are encouraged to access the following website: https://success.unt.edu. The site contains multiple student resource links and short videos with student messages.
Appendix

Assignment 1: In-Class Discussion and Online Discussion Board
Class Participation

Onsite Classes: Complete readings and big ideas / ‘Golden Quote’ prior to class and bring to class

Points Possible: 40 (Class participation @ 5 points)

Online Classes: Discussion Posts Due Tuesday / Saturday throughout the semester

Initial Post Points Possible: 35
(7 discussions @ 5 points)

Follow-up Posts Points Possible: 35
(14 follow up posts [2 each online class] @ 5 points total for both posts)

To ensure you actively engage in each class, the following guidelines are provided:

Onsite classes. For onsite class sessions, To guide your reading and make sure you are adequately prepared for class discussion please extract 3 to 5 big ideas expressed across all of the assigned readings and one “Golden Quote” from each of the assigned readings. These big ideas and golden quotes will be the basis of our class discussion and questions. Please bring a printed copy of your big ideas and quotes to class for you to reference during class. You do not need to post online prior to class.

Online classes. Again, please extract 3 to 5 big ideas and one “Golden Quote” from each of the assigned readings. This time, you will post them online. The quality and in-depth thinking provided by you on your initial posting as well as the subsequent posts and reactions to your classmates’ posts and/or instructors’ posts and questions should be at the same level and depth that would occur if you were physically in class.

Your involvement in the discussion board postings are a vital part of the learning process. You will be able to ask questions, answer others’ questions, contribute your own thoughts, and read others’ contributions. The discussion week runs from Sunday through Saturday. You are expected to provide your initial post by Tuesday, 11:59 p.m. and respond to two of your colleagues’ posts by Saturday, 11:59 p.m. You will not be able to see any other posts until you have posted your initial posting.

If you fail to post your initial post prior to Tuesday or all of your responses are
completed on one day, you will receive fewer points for that week. Since discussion boards are the main form of communication for specific weeks, it is essential that you respond thoughtfully to the weekly class discussion as it progresses throughout the week rather than all at one time. Please **make sure each of your classmates receive a minimum of one reaction post** as a matter of equity and respect for one another.

**Rubric for Discussion Posts**

<table>
<thead>
<tr>
<th>Description of Post</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>All three</em> posts are thoughtful, well-organized, use correct APA style format, contain a summary of the 3 to 5 big ideas extracted from each reading and direct quotations from course materials that support the author’s position and/or analyses.</td>
<td>5</td>
</tr>
<tr>
<td>At least one of the posts does not show depth of thought, is poorly organized, does not use correct APA style, and/or does not contain a summary of the main ideas and/or direct quotes from course materials that support the author’s position and/or analyses.</td>
<td>3 or 4</td>
</tr>
<tr>
<td>Author posted 1 or 2 superficial posts. Author did not post the required initial post until the end of the week. Author posted all 3 posts on one day.</td>
<td>0, 1 or 2</td>
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</table>
Assignment 2: NIH Training
Due: Sat. February 24th, 11:59 p.m. CST Points Possible: 10

You must complete this training to engage in any kind of human research. You can access the training materials and exam online at https://phrp.nihtraining.com/users/login.php. Scan and upload a copy of your human subjects training certificate once you have completed the training under the appropriate assignments link in Canvas.
Assignment 3: Completion of Varying Sections of Chapter 3, IRB Proposal, & Pilot Protocols Related to Study

Due: Ongoing, 20 to 40 points possible

Throughout this course, you will be asked to complete various sections of Chapter 3 which will be submitted as mini-assignments, leading up to the completion of your Chapter 3 draft.

For example, for your first assignment you will be asked to revisit Chapter 1 and strengthen your Problem Statement, Purpose Statement and Rationale, and Research Questions.

Another assignment will involve you searching for a dissertation that aligns closely with your particular topic as well as a dissertation that incorporates a methodology similar to what you believe closely matches your research design and approach.

Other assignments might include writing a section dedicated to your method, research design, rationale for your selected research design, an IRB draft, a draft of your interview protocol, a pilot interview to check the accuracy of your interview questions, coding of a transcript or the transcript of your pilot interview (if time permits), a search for a theoretical framework that might help explain your preliminary findings, and so forth.

In this regard, each of you will help determine and design the specific assignments based on your needs and interests. Possible points for each mini-assignment will range from 5 to 10 points. The same expectations of rigor and accuracy applies to each assignment.
Assignment 4: Methodology Chapter, Chapter 3 Draft  
**Total Possible Points 55**

**Chapter 3 Presentation Due December 5th or 12th, Onsite Class, Points 15**  
**Chapter 3 Final Draft Due Wednesday, December 12th, 11:59 p.m., Points 40**

The final product for this class is meant to provide you with a draft for chapter 3—which will also help you in completing your qualifying paper/dissertation proposal—and a class presentation of your Chapter 3. For this assignment, you will identify a problem of practice that aligns with the topic you have selected as the main focus of your proposed dissertation study.

It may consist of a cultural practice, social construct, educational intervention and/or reform, or any other problem of practice that has emerged from your consideration of a question of practice within your field. What do you know about this topic? Why are you interested in studying it? What do you want to know about it? What ideas do you have about how you might go about studying this practice or construct (i.e. what do you think you will have to investigate or examine to learn more about it)? It is expected that you’ve read scholarship on this topic during your time in the program.

This methodology chapter should consist of a minimum of 10 and a maximum of 15 pages, double spaced, Times New Roman 12-point font, excluding references. Your chapter should include an introduction and the iteration of the purpose of your study; the research questions; an explanation of the research design, sample, overview of school/district and/or participants; data collection and data analysis processes you expect to utilize throughout the study; positionality and ethical considerations; limitations of the study; and summary.

**Rubric for Presentation of Chapter 3 Draft**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points Possible</th>
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<tbody>
<tr>
<td><strong>Voice</strong>&lt;br&gt;Confident, convincing, honest, articulate</td>
<td>2</td>
</tr>
<tr>
<td><strong>Thinking</strong>&lt;br&gt;Analyzes, synthesizes, evaluates&lt;br&gt;Provides explanation of how study has potential to provide new knowledge</td>
<td>5</td>
</tr>
<tr>
<td><strong>Idea/Content</strong>&lt;br&gt;Central idea &amp; content are focused, clear, specific</td>
<td>5</td>
</tr>
<tr>
<td><strong>Organization</strong>&lt;br&gt;Strong introduction, details fit &amp; align with required sections, end provokes thought</td>
<td>3</td>
</tr>
<tr>
<td><strong>Possible Points for Final Project: Oral Presentation of Chapter 3</strong></td>
<td>15</td>
</tr>
</tbody>
</table>
## Rubric for Chapter 3 Draft

<table>
<thead>
<tr>
<th>Task</th>
<th>Points Possible</th>
</tr>
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<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td></td>
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<tr>
<td>• Is there an introduction of the content in the chapter?</td>
<td>5</td>
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<tr>
<td>• Does the researcher explain the intent of the research?</td>
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<tr>
<td>• Is the topic introduced?</td>
<td></td>
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<tr>
<td>• Are the research questions succinct?</td>
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<tr>
<td><strong>Research Design</strong></td>
<td>15</td>
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<tr>
<td>• Is the method identified?</td>
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<tr>
<td>• Does the researcher explain why this method lends strength to the study?</td>
<td></td>
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<tr>
<td>• Are qualitative researchers cited to give credibility to the design?</td>
<td></td>
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<tr>
<td>• Is the research design identified and explained with a compelling rationale?</td>
<td></td>
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<tr>
<td>• Is the sample (district/school) and the purpose for the sample thoroughly described?</td>
<td></td>
</tr>
<tr>
<td>• Is an overview provided of the unit of analysis (district/school)?</td>
<td></td>
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<tr>
<td><strong>Data Collection &amp; Analysis &amp; Limitations</strong></td>
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<tr>
<td>• Is there a thorough explanation of data collection techniques, with a compelling rationale?</td>
<td>15</td>
</tr>
<tr>
<td>• Is there a thorough explanation of data analysis that clearly relates to the literature and/or theory explained in the literature review?</td>
<td></td>
</tr>
<tr>
<td>• Is there a thorough explanation of how trustworthiness is established?</td>
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<tr>
<td><strong>Summary</strong></td>
<td>5</td>
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<tr>
<td><strong>Overall writing whereby the written product adheres to the following:</strong></td>
<td></td>
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<tr>
<td>• correct grammar &amp; spelling</td>
<td>10</td>
</tr>
<tr>
<td>• clarity of purpose and intent throughout the chapter</td>
<td></td>
</tr>
<tr>
<td>• APA format utilized for chapter, tables, figures, headings, in-text citations, and references</td>
<td></td>
</tr>
<tr>
<td>• avoids use of passive voice or past tense in 3rd chapter</td>
<td></td>
</tr>
<tr>
<td>• addresses what will be done, in future tense</td>
<td></td>
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<tr>
<td><strong>Total Score</strong></td>
<td>50</td>
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</table>