WRITING FOR THE EDD
(PART II):
TOOLS, TIPS AND IMPERATIVES
FOR WRITING A RESEARCH
PROPOSAL

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January 29, 2015
Introduction and Overview

- To identify strategies, tools, and tips for editing
- To consider some imperatives for writing and editing a strong research proposal

Topics

1. Anxieties about proofreading
2. Outlining and coherency
3. Proofing vs reading (and tips)
4. Asking your supervisor for useful feedback
5. Punctuation and coherence (if time)
Anxieties about revisions & proofreading

- Why make time to edit and proofread?
Anxieties about revisions & proofreading

- Why make time to edit and proofread?
- How realistic are our self-assessments of our own writing?
  - Examples: Althouse Press, *Education and Law* journal
- How do you prepare to proof or edit?
  - Write at the end of the day, edit in the morning
  - Review grammar rules before proofing
  - Make a “to do” list before you edit
  - Chew gum/sip water
Look For:

**Grammar**
- Clearness, coherency, organization, paragraphing
- Grammar
- Formatting
- Proper word usage and phrasing
- Use of headings
- Redundancy
- Gaps in logic
- Gaps in evidence/documentation
- Citations & Reference list
- Introduction & Conclusion

**Proofing**
- Spelling (including names!)
- Punctuation
- Capitalization
- Inconsistences in spelling, use of capitals, italics, quotation marks, etc.
- Typos
- APA Referencing errors
Proposal outlines & coherency

- The good news: Outlines provide structure that varies little
- The bad news: Outlines don’t (automatically) provide coherency
  - What is coherency?
  - Coherency diagnostic tip: The “3-inch margin” summary activity
Proposal outlines & coherency

**What?**
- Briefly describe/explain problem of practice
- Its place in particular area of practice
- Embedded issues and sub-issues

**How?**
- How delimit?
- What are the research questions/sub-questions?
- What kind of information/data needed to answer them?
- What methodology is best suited?
- What theories & conceptual framework?
- Limitations?
- Chapter content/titles/ordering

**Why?**
- Why important?
- What rights and issues are at stake?

**So What?**
- Possible outcomes?
Reading vs proofing (& tips)

- What is the difference between reading and proof-reading?

  - Strategies for proofing
    - Print draft
    - Read draft aloud
    - Read draft backwards, one sentence at a time
    - Proof only for certain types of issues and errors
    - Get feedback from others
Questions to ask your supervisor:

- May I ask, what suggestions might you have for ensuring that my research question/methodology section is...
  - *specific*? What additional limiters might you suggest?
  - *clear* in terms of key terms, sample, and variables?
  - *manageable*, given my own academic abilities?
  - indicative of an appropriate *research method*?
  - *substantial*, with *original dimensions*?
  - leading to a *research hypothesis*?
  - *directional* or *non-directional*, depending on your preference?
Punctuation and Coherence

- See handout for additional information
APA (6th Edition): Formatting and Details

Adrienne E. Sauder, PhD Candidate

January 29, 2015
Overview

- Review of refresher presentation
- Structuring a research proposal in APA
- Common formatting errors
  - Headings
  - Italics
  - Single and double quotation marks
  - Abbreviations
- Tables and figures
- Making time for APA
Review of refresher presentation

- 1 hour video on the basics of APA
  - References
  - In-text citations
  - Quotations

- http://upload.uwo.ca/videoPage.aspx/week3_APA.mp4
Structuring a research proposal in APA

1. Title – recommended length of no more than 12 words
2. Introduction – do not use the word *introduction*
   - Statement of problem, definitions, research questions, etc.
3. Theoretical framework
4. Literature review
5. Methodology & methods
   - Participants, sampling criteria/procedure, research design, data collection, data analysis, etc.
# Headings (Sect 3.02-3.03)

## Table 3.1 Format for Five Levels of Heading in APA Journals

<table>
<thead>
<tr>
<th>Level of heading</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Centered, Boldface, Uppercase and Lowercase Heading&lt;sup&gt;a&lt;/sup&gt;</td>
</tr>
<tr>
<td>2</td>
<td>Flush Left, Boldface, Uppercase and Lowercase Heading</td>
</tr>
<tr>
<td>3</td>
<td>Indented, boldface, lowercase paragraph heading ending with a period&lt;sup&gt;b&lt;/sup&gt;</td>
</tr>
<tr>
<td>4</td>
<td><em>Indented, boldface, italicized, lowercase paragraph heading ending with a period.</em></td>
</tr>
<tr>
<td>5</td>
<td><em>Indented, italicized, lowercase paragraph heading ending with a period.</em></td>
</tr>
</tbody>
</table>

<sup>a</sup> This type of capitalization is also referred to as title case.  
<sup>b</sup> In a lowercase paragraph heading, the first letter of the first word is uppercase and the remaining words are lowercase.
Literature Review

Concepts of Creativity - Localizing the Construct
- The cognitive ability orientation.
- The product orientation.
- The systems approach.
- Experiential orientations.
  - Csikszentmihalyi's flow theory.
  - My experiential state-based concept of creativity.

Hierarchy of Consciousness
- Anatomy of the brain and the prefrontal cortex.
- Deliberate and spontaneous processing modes and the prefrontal cortex.

Heritability of Creativity

Creativity as an Emergenic Phenomenon

Gagne's Theory of Talent Development
- Gifts.
- Talents.
- Learning and practice.

Artists’ Experience of Creativity
- Dissolution of self.
- Intuitive mental state.
- Fluctuation between intuitive and analytic mental states.

Summary
CHAPTER 2: RELEVANT RESEARCH AND THEORETICAL FRAMEWORK

Literature Review

This literature review presents a summary of definitions of and perspectives on intelligence and giftedness, examines the research surrounding the experiences and perceptions of gifted university students, and explores the issues that can impact all university students as they transition from secondary to post-secondary education.

Defining Giftedness

Superior intelligence has always been the primary component of the concept of giftedness. Terman’s (1925) seminal work with gifted individuals, Genetic Studies of Genius, viewed intelligence in terms of a general intelligence factor – a finite and unchangeable level of intelligence that can be measured and found consistent across tests, abilities, and time. Terman equated giftedness with intellectual superiority, using IQ
Interviews and Focus Groups

The interpretive phenomenological analysis method (J. A. Smith & Osborn, 2008) was used to elicit themes in the analysis of the individual interviews and focus groups data. Due to the volume of data, and in the interest of addressing the research questions for this study, the data was approached with two overarching categories, transition and learning, in mind. During the initial coding process, code words and phrases were allowed to emerge from the data itself, but were slotted under one of the two overarching categories. Once all of the individual interviews and focus groups had been coded, the codes were collapsed into larger themes within the overarching categories. (See Table X.) It is important to note that there is a considerable amount of overlap between the two categories, which will become evident as the results are presented.

Learning

Participants discussed aspects of their learning in terms of the demands of university, the changes they felt they had to make in the ways and means by which they studied and came to understand the material being taught, what it meant to them to succeed and fail in university, and the dynamics of the learning relationships with peers and professors in university.

Learning in university. Participants’ responses reflected an array of changes in the requirements necessary for learning in university. This included recognizing changes in difficulty level, changes in demands, and the need to learn how to learn.
Italics (Sect 4.21)

Do use italics for:

- Titles of books, periodicals, films, videos, TV shows
- Introduction of a new, technical, or key term or label
  - after a term has been italicized once, do not italicize it again
- A letter, word, or phrase cited as a linguistic example
- Letters used as statistical symbols
- Periodical numbers in reference lists
- Anchors of a scale
Do **NOT** use italics for:

- Foreign phrases and abbreviations common in English
- Letters used as abbreviations
- Mere emphasis

- Italics are acceptable if emphasis might otherwise be lost; in general, however, use syntax to provide emphasis
Single and Double Quotation Marks
(Sect 4.07-4.08)

Use double quotation marks to:

- Introduce a word or phrase used as an ironic comment, as slang, or as an invented or coined expression
- Title of an article or chapter in a book when it is mentioned in text
- Reproduce material from a test item or verbatim instructions to participants

Use single quotations to:

- Mark off quoted text within a quotation
Abbreviations (Sect 4.22-4.30)

- Deciding to abbreviate:
  - Is it a conventional abbreviation that the reader is likely to be familiar with?
  - Does it save considerable space and is cumbersome repetition avoided?

- Overuse – too many abbreviations make clarity and comprehension difficult

- Underuse – if introduced on first mention and used less than 3 times in entire paper, might not be worth abbreviating
Abbreviations (cont’d)

- Write out in full the word or title, with the abbreviation in parentheses directly afterwards the first time the term appears.
- Consistently use the abbreviation after that (do not switch between the two).
- Do not explain frequently used abbreviations.
  - IQ, AIDS, HIV, ESP
- Use Latin abbreviations only in parentheses, write out the English translation in text.
  - i.e., that is
  - e.g., for example
  - vs., versus
  - etc., and so forth
- Pluralize abbreviations by adding s (no apostrophe, no italics).
Tables and Figures (Sect 5.04-5.06)

- File formatting (e.g., .doc, .jpg, .pdf)
- Numbering
  - Use Arabic numerals in the order in which they are first mentioned in the text
  - No letter suffixes (Table 5a, 5b)
- Placement in text
Tables (Sect 5.07-5.19)

- Tables are used to supplement, not duplicate, information in the text
  - If you discuss every number or item in a table, then the table is unnecessary
- In text, refer to tables by their number (e.g., Table 8)
  - Do not say “the table above” or “the table on page 32”
- Don’t repeat data in different tables; combine tables when possible
- Use consistent terminology between tables
Example - Quantitative

Table X
Means, Standard Deviations, Significance, and Effect Size for LASSI Subscales

<table>
<thead>
<tr>
<th></th>
<th>Gifted Sample (n = 38)</th>
<th>Norming Sample (n= 1128)</th>
<th>p</th>
<th>d</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>SD</td>
<td>M</td>
<td>SD</td>
</tr>
<tr>
<td>Anxiety</td>
<td>29.0</td>
<td>6.8</td>
<td>25.5</td>
<td>7.0</td>
</tr>
<tr>
<td>Attitude</td>
<td>30.5</td>
<td>4.5</td>
<td>33.4</td>
<td>4.3</td>
</tr>
<tr>
<td>Concentration</td>
<td>25.8</td>
<td>6.4</td>
<td>27.0</td>
<td>6.0</td>
</tr>
<tr>
<td>Information processing</td>
<td>31.3</td>
<td>5.0</td>
<td>27.3</td>
<td>5.7</td>
</tr>
<tr>
<td>Motivation</td>
<td>29.8</td>
<td>6.0</td>
<td>31.2</td>
<td>5.3</td>
</tr>
<tr>
<td>Self-testing</td>
<td>21.3</td>
<td>6.2</td>
<td>24.5</td>
<td>6.2</td>
</tr>
<tr>
<td>Selecting main ideas</td>
<td>31.9</td>
<td>4.9</td>
<td>28.1</td>
<td>6.1</td>
</tr>
<tr>
<td>Study aids</td>
<td>21.9</td>
<td>4.3</td>
<td>25.3</td>
<td>5.6</td>
</tr>
<tr>
<td>Time management</td>
<td>22.5</td>
<td>8.0</td>
<td>26.1</td>
<td>6.3</td>
</tr>
<tr>
<td>Test-taking strategies</td>
<td>31.2</td>
<td>5.2</td>
<td>29.1</td>
<td>5.1</td>
</tr>
</tbody>
</table>

Note. *p< .05. **p< .01.
### Table X

*Matrix of Collapsing Codes into Themes*

<table>
<thead>
<tr>
<th>Category</th>
<th>Theme</th>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning</td>
<td>Learning in university</td>
<td>Change in difficulty</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lack of structure</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Understanding professor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>expectations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learning in order to understand</td>
</tr>
<tr>
<td>Studying in university</td>
<td>Learning how to study</td>
<td>Procrastination</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Resistance to help</td>
</tr>
<tr>
<td></td>
<td>Poor study habits</td>
<td>Realizations about studying</td>
</tr>
<tr>
<td></td>
<td>Time management</td>
<td>Effort</td>
</tr>
<tr>
<td></td>
<td>Strategies</td>
<td></td>
</tr>
</tbody>
</table>

*Note.*
Figures (Sect 5.20-5.25)

- Graphs, charts, maps, drawings, photographs
- Units of measure provided and axes labeled
- Legend – explains symbols and is contained within the figure
- Caption – concise explanation of the figure that is placed directly below figure and is used as the title
  - After the caption, add any information needed to clarify the figure (e.g., copyright)
- Limit shading
Figure 1. Mean difference values (ms) representing detection speed for each target category subtracted from the mean detection speed for neutral targets. No age differences were found in the arousal-mediated effects on detection speed. Standard errors are represented in the figure by the error bars attached to each column.
Figure – Theoretical Model

Figure 1. Dimensions of influence on a dynamic model of gifted identity.
Making Time for APA

- Why is it so challenging for most students?
- Why is it important to learn how to do it?
- What happens if you don’t learn how to do it?
QUESTIONS?

Thank you.