Checklists

Contained in this file are checklists for the various sections of the paper. These follow from the practical summaries and recipes contained at the end of each chapter in the book, and they seek to help you ensure that you have done everything you “should” in a particular part of the paper. You are wise to consult these rubrics along with the recipe, practical summary, and the student examples multiple times during the writing process, particularly before, during, and after. In my mind, they are most effective if you read through the relevant practical summary, recipe, and checklist first. Then allow the recipe to guide you while you are writing, and previous students have found extremely helpful having the textbook examples (from Gabriela, Kevin, Max, or Hannah) of the relevant section in front of them. Thereafter (when you think your draft is done), go back to the checklist and see what you can literally check off and answer. If you have any difficulties, return to the guidelines in the recipe to help you fix your issue. If the recipe isn’t enough, consult the summary and the chapter, pay special attention to the student example(s) provided, and as a last resort, talk to your instructor. Just remember I have given you an enormous amount of information to help you accomplish your tasks. Use these resources! Your teacher will be very skeptical if you come saying “I don’t know what to do,” because all of these materials give you very specific instructions. More helpful questions for you would involve asking about specific problems you are having complying with some of the requirements. Again, use these materials; they are designed to make your life easier. In fact, that’s why the checklists are provided in Word so that students can more easily fill them out, and students and faculty can modify them to their needs. Good luck!

# Checklist 1: The Research Question

When you think you have a suitable query, state it in the first slot. See if you can check off “yes” for the next three items and answer the rest. If you can’t, you know that you have more work to do to formulate a good research question. If you want to ask your professor about multiple questions, fill out a separate copy of this chart for the other question(s) and compare your answers. Then share your work with your faculty member for feedback.

Checklist 1: The Research Question

|  |  |
| --- | --- |
| Research Question is: (type research question here; highlight first word in yellow and check to see whether your preferred answer is in your question. If it is, restate the RQ in a more general fashion) | |
| Have you used the recipe, the supplied tables, and the student examples to help you revise your RQ? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Is your question is short and direct? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Is your question is doable? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Does your question start with one of the appropriate words (e.g., *why, how, to what extent,* or *under what conditions*) and will it not lead to a purely descriptive answer?  Are there multiple possible answers to your question?  Is your favorite answer in the question? (If so, rework your question as suggested in the chapter.) | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| How and why is your question interesting and important to scholars? (i.e., mention specifically the intellectual arguments you will receive insight into, e.g., does constructivism better explain world politics in this case than does realism? Do actors seem to be making rational choices or are they influenced by other factors?) | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Answer with specifics about question’s importance to scholars: |
| How and why is your question interesting and important to policy makers? (i.e., Will your research findings shed light/help offer solutions to real-world problems?) | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Answer with specifics about question’s relevance to policy makers: |
| How and why is your question interesting and important to citizens? (How will the ideas or instances explored here help or affect ordinary people and perhaps help the quality of the political system or world politics?): | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Answer with specifics about question’s relevance to citizens: |
| How and why might your question be nontrivial? (Why are you convinced that the answer is not obvious, easy to find out, or the subject of controversy/debate?) | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Answer with specifics: |
| How and why might your question be puzzling? (not a mandatory criterion, but nice to consider and strive for)  In what ways does it challenges a certain conventional wisdom (identify that consensus) or points to two or more mutually surprising outcomes? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Justify specifics about the puzzle: |

# Checklist 2: Annotated Bibliography

This rubric identifies the key requirements for the AB, which can’t be done until you have a good question. Remember this and all the other checklists works well in conjunction with the recipe and the student example. If you are really stuck on your own work, fill out this checklist for Gabriela’s AB. Hopefully, this project in “reverse engineering” will help you with your own work.

Checklist 2: Annotated Bibliography

|  |  |
| --- | --- |
| Have you used the recipe, the supplied tables, and Gabriela’s example to help you write your AB? If not, go back to them before proceeding any further with the AB. | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Revised RQ is (type here): |  |
| Have you used an approved citation form for source entries? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Have you provided summaries of the *arguments* of these works and have not simply summarized the topic? In other words, have you avoided focusing simply on what the source is *about*? (Thus, are the summaries relatively long and do they contain footnotes or in-text documentation, depending on the format?) | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Are you “sitting on the shoulders of giants” and have found the most important sources, ones that several people cite as the key works? Do you have a list of additional “giants” whose work you still need to find? (It is fine to admit now that you still need to do more research; you want to identify and understand them all by the end of the next phase.) | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Have you identified a fundamental factor (or set of factors) for each source, which is the element or cause that the author cites as having the most important effect on the phenomenon of interest?  Can you state this key point succinctly and use it as a label for a group of sources? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Have you grouped your sources into schools using this basic factor and typically used more than one source in each group so that each of the works in a school asserts a common answer to the research question? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Have you found at least two, but preferably three or more, schools? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Have you found a variety of sources--some books, some journal articles--and are the *vast majority* of them are *scholarly*? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Have you found gone back to course materials from related classes to help you find additional works that you have added to your list and summarized? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Have you used the various search techniques identified in the chapter for finding useful works?  Do you have a list of important research that you still need to find and plan to include?  Have you made ILL requests when necessary? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Are you keeping track of your sources for a final reference list through either citation management software or by creating a new document that is a bibliographic file which includes all of the works (without the summaries) alphabetized and formatted appropriately according to the style you are supposed to use? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |

# Checklist 3: Literature Review

Here is the LR checklist. You should be able to see why and how Kevin’s and Gabriela’s excerpts comply with the requirements set out here. In addition to having the basics done, remember that you’re also going to start thinking about the quality of your writing. In Chapter 6, you will see a complementary checklist that will give attention to stylistic and formatting concerns, which you will consider before you pass in a draft of your LR.

Checklist 3: Literature Review

|  |  |
| --- | --- |
| Have you used the recipe, your AB, and the student examples to help you write your LR? If not, go back to them before proceeding any further. | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Does your literature review (LR) have an appropriate title that communicates the purpose of the section and is not simply “Literature Review?” | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Does the LR have an introductory paragraph that provides an overview of the whole paper? If so, you have just written a draft of your paper’s introduction. Put that aside, feel good about getting ahead, and then go back to the examples of the LR introduction in the text. | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Does the LR have an introductory paragraph that provides an overview *this section*? In other words, it names the schools, explains very briefly what they argue (with footnotes to the most important scholars included), provides a quick assessment of the strengths and weaknesses of each school, and concludes by telling the reader which approach you will continue to pursue and why. | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Would a reader of your LR know what your research question is? Why? (Write the precise text in your LR that communicates your research question, but not in question form.) | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  *Text:* |
| Have you have found at least two schools? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Have you provided different scholarly answers to your research question and grouped these answers into schools of thought, each with its own label?  Have you named the adherents to the school and explained the school’s logic as fairly as possible? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Have you explained the weaknesses and strengths of the different schools? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Have you written a concluding paragraph for your LR that *explains* (*and doesn’t simply assert*) which school you prefer and why? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Have you added any new sources that you found while working on the LR to your bibliography file? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Remember appearance, format, and style are important too. Have you proofread your LR, looking for various conceptual difficulties, writing issues, and other grammatical problems?  You’ll learn more about them in Chapter 6, and then, use Checklist 5 to have confidence that you have done a good job writing this section. | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |

# Checklist 4: Thesis or Model and Hypothesis

Below are two alternative checklists, one for a thesis and the other for the model and hypothesis, to consult while you are working on the task that is relevant to your paper. Again, use the recipe and student examples to help you. Remember clear thinking is essential here. Also, the M&H section is different from (but includes) the actual model and hypothesis. The M&H section cannot be done until you have an appropriate model and a corresponding hypothesis, so spend a good deal of brain time developing them before you start writing.

Checklist 4a: Thesis

|  |  |
| --- | --- |
| Did you start by stating a clear thesis which, in your estimation, is the best response to your research question?  Is this thesis relatively short, say about a sentence long?  Does that thesis follow from the analysis of the literature that you performed in the literature review? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Have you broken your thesis down into sub-points?  Do your sub-points flow in a chronological fashion?  Might you gain (in your understanding of the thesis and in ease of analysis) by rethinking the sub-points and stating them conceptually or by focusing on actors?  Might your analysis gain from including a sub-point developed from a counter argument that you evaluate and potential show to be contrary to the evidence? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Do you have a “manageable” number of sub-points?  If too many, consider thinking more carefully about actors and processes to reduce. If you have too few, consider adding one that directly addresses one of the main critics expectations. | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Did you give yourself some time to ruminate on the thesis and its sub-points?  If not, realize you will have a better conceptual foundation if you take that time before you proceed with the Research Design. | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |

Checklist 4b: Model and Hypothesis

|  |  |
| --- | --- |
| Have you used the student examples of models and hypotheses before you even started writing this section?  Have you used the recipe, your LR, and the student examples to help you write this section? If you answered no to either question, go back to the basics before proceeding any further. | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Does your Model and Hypothesis (M&H) section have an appropriate title that communicates the purpose of the section and is not simply “Model and Hypothesis?” | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Does the M&H section begin with at least one transitional sentence linking it with the work that you did in the literature review? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| If you are writing an empirical paper, is the model stated in a flow diagram, similar to the student example?  Does it have (1) a value word or phrase and (2) a concept/variable?  Is it placed appropriately on the page? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Is the hypothesis explicitly stated, and is it in the proper form (“The more of X, the more/less of Y”--depending on whether the relationship is positive or negative--for continuous variables or “If X is A, then Y is B, but if X is C, then Y is D” for discrete ones)? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Have you properly cited the sources of your ideas and kept direct quotes to a minimum? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Remember appearance, format, and style are important too. You’ll learn more in Chapter 6. One you do, use Checklist 5 to have confidence that you have done a good job writing this section. | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |

# Checklist 5: Appearance, Format, and Style

When you are revising, the best way to consider what you need to do is to go back to the specific requirements of the particular section, as well as any comments you might have from a knowledgeable reader. So consult the earlier rubrics and recipes and make sure you have satisfied all their criteria if you want to submit a good draft. This checklist, then, should be an *addendum to all the others*,and it stresses presentation issues--checking to see that you have conformed to the requirements that your faculty member spelled out, making sure your ideas are consistent and of high quality, and editing the paper so that it avoids grammatical and silly mistakes. Remember just as in a job interview situation, making a good impression is in the key to success. So even if you have some great sources and ideas, if they are not expressed clearly and/or presented sloppily, you won’t achieve the positive outcome you hope for.

Checklist 5: Appearance, Format, and Style

|  |  |
| --- | --- |
| Have you properly cited the sources of your ideas and kept direct quotes to a minimum?  Have you avoided plagiarism?  Have you avoided transcripts and drop-ins?  Do all these citations appear in the form your professor has specified? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| If you have used a long quote, have you indented it and not included quotation marks unless you have a quote within a quote? (See a style manual for how to handle long quotes.) | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Have you numbered your pages? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Have you run the spelling and grammar check, recognizing that it is imperfect? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Recognizing the limits of spelling and grammar check, have you edited your paper? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Did you include a bibliography or source list that conforms to the style format your professor chose? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Did you ask an outsider to read your paper?  Did you take that person’s advice in editing/revising? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Add your own personal writing concerns, for example,  – subject–verb agreement,  – sentence fragments,  – run-on sentences,  – good transitions,  – word choice/overuse of words,  – homonym confusion,  – overuse of pronouns,  – passive voice, and  – appropriate length of paragraphs (more than one sentence, less than a page). |  |

*Note:* You will be well served if you fill out this checklist after you finish a draft of each section of your paper. You will see that in the final checklist, I have also tried to spell out some specific last revising/editing concerns.

# Checklist 6: Research Design

Essential for finishing the Research Design is to realize that you have to complete, explain, and justify multiple tasks in this section. These include case selection (which could include choosing the universe), establishing operational definitions for your concepts (in other words, determining a strategy for knowing their values), finding data sources or creating a questionnaire or survey to obtain your information, and discussing your overall methodology. All of these issues must be addressed in the section, and you are well served to divide the section into these subparts, or if each task is not too involved, write about each of them in their own paragraph. Not only do you explain what you will do for each element, but you must justify why your approach is a good one. Remember a poorly designed study is of no value to researchers, so you want to think through the logic of your choices to make sure your decisions give you a study that establishes a fair test of your hypothesis. That is why I ask you to take seriously the concepts of control, variation, validity, and reliability and mention each of them explicitly in your section as you justify overall study design. Because of the differences in the thesis-driven and hypothesis-driven approaches, again you can see two alternative checklists below. Choose the one that applies to your paper.

Checklist 6a: Research Design (Thesis-driven Research, i.e., Courtroom Analogy)

|  |  |
| --- | --- |
| As you approached each task here, did you consult the recipe and Hannah’s example and use the Designing Your Project worksheet? If not, return to these resources and use them before proceeding. | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Have you provided a substantive title that focuses on the purposes of this section to plan your research and defend your decisions? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Have you written an introductory paragraph that reminds the reader of the goal for the research and explains that a plan and justification for it will follow in this section? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Have you explained what you need to study to evaluate your thesis (case selection)? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Have you thought through each of the subclaims carefully, considering which actors and/or concepts are involved?  Have you thought through each of the subclaims carefully, considering what the possible motives, behaviors, or principles are supposed to be present, given your assertions?  Are you confident that your manner of understanding these concepts is accurate (i.e., *valid*)?  Have you identified ways to triangulate, in other words, to find multiple approaches and/or data for evaluating your claims?  Are you confident that you have avoided bias in conceiving of and evaluating the information on your subclaims (i.e., that your evaluation is *reliable*)? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Have you looked to see whether and where you can get the information that you need for this project?  Have you evaluated the sources to make sure they are appropriate and they have what you need? Do they pass the CRAAP test? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| If necessary, have you created a questionnaire for evaluating your claims (perhaps for interviews or for use with sources)? (See Hannah’s example.)  If you are performing interviews, have you done what you need to receive permission at your university to conduct research on human subjects? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Have your discussed your methodology and explained exactly how you are going to conduct your research? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Have you written a concluding section that is honest about any weaknesses but explains why you are moving forward this way and why these results will still be valuable? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |

Checklist 6b: Research Design (Hypothesis-driven Research, i.e., Medical Analogy)

|  |  |
| --- | --- |
| As you approached each task here, did you consult the recipe and Kevin’s example and use the Designing Your Project worksheet? If not, return to these resources and use them before proceeding. | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Have you provided a substantive title that focuses on the purposes of this section to plan your research and defend your decisions? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Have you written an introductory paragraph that reminds the reader of the goal for the research and what you are asserting, as well as explains that a plan and justification for it will follow in this section? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Have you explained your case selection?  Have you explicitly mentioned and justified control and variation?  Have you explicitly considered and explained in the text the strengths and weaknesses of choosing the cases that you did? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Have you provided a strategy for operationalizing (transforming concepts into knowable values) all of your variables, independent and dependent?  Have you explicitly explained why these variables are valid and reliable?  Have you explicitly considered any questions that might arise about their validity and reliability?  Have you explained which values of the independent variables (or the indicators that you create to operationalize them) will be associated with which values of the dependent variable? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Have you looked to see whether and where you can get the information that you need for this project? Have you evaluated the sources to make sure they are appropriate and they have what you need? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| If necessary, have you created a questionnaire for creating your data? This is useful as a kind of checklist to evaluate any hypothesis and makes your analysis and assessment much easier. (See Hannah’s example.) | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| If necessary, have you created an interview sheet for obtaining data? Have you done what you need to receive permission at your university to conduct research on human subjects? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Have you discussed your methodology and explained exactly how you are going to conduct your research? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Have you written a concluding section that is honest about any weaknesses but explains why you are moving forward this way and why these results will still be valuable? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |

*Note:* Remember to consult the Appearance, Format, and Style checklist at the end of Chapter 6 as you write your research design.

# Checklist 7: Analysis and Assessment

The A&A is organized around evaluating your thesis or hypothesis. The whole idea is to analyze the relevant information (as defined in your research design) and assess whether your thesis/hypothesis holds. You must determine whether your subclaims hold or uncover the values of your variables and the relationships between them, through either qualitative or quantitative analysis. If you are performing comparative case studies, then the goal is to work through each case, finding the variable values (as you specified in your RD), and then determining whether your hypothesis holds. If you are running statistical tests, these results will tell you if the relationship between the concepts is significant and the hypothesis is confirmed. Remember you are trying to show the reader why you make the judgment about the hypothesis that you do and how the data lead you to that conclusion. Look at the student examples to help you present the data in the most effective way. Often tables or charts work well as summaries of the information, all kinds of analysis; though once again, here are two different checklists based on whether your project more closely resembles the courtroom or a medical trial.

Checklist 7a: Analysis and Assessment (Thesis-driven Research, i.e., Courtroom Analogy)

|  |  |
| --- | --- |
| As you approached this section, did you consult the recipe and Hannah’s examples and use the Raw Data Chart as appropriate? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Does your data chart provide the *essential* information for evaluating your thesis and its sub-points? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Did you gather and evaluate appropriate information for each sub-points?  Were you able to draw a conclusion on each sub-point with this information?  If not, did you decide to find additional information or did you decide you had to modify your strategy (elaborated in the RD)? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| If you modified your strategy for performing your research, did you revise your Research Design section? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Taking all of the information on your sub-points together, can you conclude with confident that your thesis is upheld?  If not, what is/are the remaining issue(s) of concern? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| In writing this section, have you provided a substantive title that focuses on the goals of the A&A (analyzing information to assess your thesis)? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Have you written an introductory paragraph that summarizes what you learned about your thesis and its sub-points? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Have you systemically analyzed the data in essay form for the reader, working through each sub-point? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Have you included any data in the form of tables, figures, graphs, or a summary chart to help the reader follow your analysis and assessment? (Highly recommended if possible. Could simply have a final table that provides the “bottom line” evaluation of each sub-point.) | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Do you use subsections to make your presentation easier to follow?  Do these subsections have substantive headings that reflect the argument? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Have you written a concluding paragraph for the section that explains what you found overall and what this means for your thesis?  If your research gave you unexpected results, have you discussed here what some possible problems could have been, including but not limited to misunderstanding of the literature, problems with conceptualization of the thesis and its sub-points, and difficulty accessing or interpreting information? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |

Checklist 7b: Analysis and Assessment (Hypothesis-driven Research, i.e., Medical Analogy)

|  |  |
| --- | --- |
| As you approached this section, did you consult the recipe and Kevin’s examples and use the Raw Data Chart? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Does your data chart provide the *essential* information (as identified in the research design) for evaluating your thesis/hypothesis? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| If you are performing statistical analysis, did you run your tests and include the actual results here?  Did you add other tests that you didn’t originally consider after looking at the first results? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| If you are performing statistical analysis and you modified your strategy after the first set of tests, did you revise your Research Design section? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| If you are performing statistical analysis, did you analyze the data chart or the statistical results carefully (thinking about what they mean for your hypothesis) before writing this section?  Did you use the data to help you understand what you can say about your hypothesis? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Have you provided a substantive title that focuses on the goals of this section (analyzing information to assess your thesis/hypothesis) and your argument? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Have you written an introductory paragraph that summarizes what you learned about the values of your variables and then what these values mean for your thesis/hypothesis? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| If you are performing qualitative analysis, as you systemically analyze the data in essay form for the reader?  Do you “walk” the reader through the value(s) of the independent variable(s), with the various indicators when relevant?  Do you “walk” the reader through the value(s) of the dependent variable, with its various indicators? Do you present and explain the value(s) of your dependent variable? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Have you included other data in the form of tables, figures, graphs, or a summary chart to help the reader follow your analysis and assessment? (Highly recommended if possible. Could simply have a final table that provides the value of each variable. This approach is especially helpful in qualitative case studies.) | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Do you use subsections to make your presentation easier to follow?  Do these subsections have substantive headings that reflect the argument? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| If you make causal claims earlier in the paper, do you not only examine whether the variables correlate as you expected but also consider the evidence for causation? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Have you written a concluding paragraph for the section that explains what you found overall and what this means for your hypothesis?  If your research gave you unexpected results, have you discussed here what some possible problems could have been, including but not limited to misunderstanding of the literature, problems with conceptualization of the thesis and its sub-points, and difficulty accessing or interpreting information? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |

*Note:* Remember to consult Checklist 5, Appearance, Format, and Style, so your section will look and sound good.

# Checklist 8: Conclusion, Introduction, Title, and Abstract, as well as Final Revising and Editing Concerns

Here is a last (or for those making the presentation, a penultimate) rubric to guide you through the final stages of the process. Please take the revising and editing tasks very seriously; even the best writers need to spend a good deal of time working on the logical flow and wording of their work. Again, presentation is very important too. Especially at this stage, good first and last impressions (as well as everything in between) are essential, so consult again the previous rubrics to be sure that each of your sections is in good shape.

Checklist 8: Conclusion, Introduction, Title, and Abstract

|  |  |
| --- | --- |
| As you approached each task here, did you consult the recipe and Kevin’s and Hannah’s examples and use the worksheet? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Conclusion |  |
| Does your conclusion have an appropriate title that communicates the purpose of the section? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Does your conclusion tie the paper together for readers by reminding them of the topic, literature, thesis, methods, and where the weight of the evidence fell (i.e., to what extent your thesis is upheld)? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Does your conclusion consider whether the choices you made in your research design (selecting cases and operationalizing data sources, survey instruments, or other elements) had an effect on your findings? If you had frustrating results, do you discuss how to do things differently? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Does your conclusion explain why your argument and findings are important and interesting to different audiences (scholars, policy makers, and citizens)? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Does your conclusion consider whether you can apply your findings to other cases (e.g., from other time periods to other countries, to other individuals)?  If you can extend your findings, do you say what your findings would mean for other prominent cases today? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Does your conclusion discuss fruitful avenues for future research? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Introduction |  |
| Does your introduction provide some historical or policy background to entice readers, making them want to keep reading because they understand why the topic is important and interesting to multiple audiences? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Have you included a brief overview of each section of your paper in your introduction?  Is your full thesis (argument and findings) clearly stated in your introduction? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Have you been careful not to copy and paste material from your conclusion (or other parts of the paper) into your introduction? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Title |  |
| Does your title communicate your question, cases, and argument clearly and in as memorable a way as possible? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Is your title clever or interesting? Would you look at something with that title and say enthusiastically, “I’d like to read this!” | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| *Abstract* (optional for some, but highly recommended) |  |
| Does your abstract establish (in about a sentence) what your research question is and why it is interesting and then go on to summarize each of the parts of your paper (focusing on literature, argument, methods and analysis, findings across cases, and ultimately, how you evaluated your thesis/hypothesis) as briefly as possible?  Does your abstract emphasize why this research is important to other scholars and/or policy makers?  Does your abstract asserts the research’s value to citizens?  Does your abstract mention ways to improve their research and/or fruitful avenues for related analysis? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Did you write your abstract in multiple drafts, so that you could benefit from the exercise of stating as succinctly as possible what you accomplished in this paper?  Did you use that “spiraling process” of writing the abstract to help you revise your title, introduction, and any other parts of the paper? |  |
| Is your abstract the “right” length? |  |
| Revisions |  |
| Have you responded to all the previous comments on your earlier drafts? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Have you checked, by going back to the chapter summaries, recipes, and earlier checklists, that each of your sections accomplishes what it needs to? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Have you developed smooth transitions between sections of your paper? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Have you given the sections of your paper interesting and appropriate titles? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Have you been sure that any new ideas have been worked through the whole draft? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Edits |  |
| Have you properly cited the sources of your ideas and kept direct quotes to a minimum? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Have you avoided plagiarism?  Have you avoided transcripts?  Have you avoided drop-ins? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Have you checked for your personal writing concerns? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Recognizing the limits of spelling and grammar check, have you edited your paper? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Have you searched to make sure that you haven’t used the words “proof” or “prove” (or related terms) in your text? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| If you are handing in a paper copy, have you checked for how the paper will look before you print it, being sure there are no orphans or widows? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Did you ask an outsider to read your paper? Did you take that person’s advice in editing/revising? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Have you numbered your pages, but not the title page? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Does your paper have a title page, with the appropriate information? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| If you have used a long quote, have you indented it and not included quotation marks unless you have a quote within a quote? (See a style manual for how to handle long quotes.) | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Did you include a bibliography or source list that conforms to the style format your professor chose? Are your citations done properly? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |

Checklist 8: Presentation

|  |  |
| --- | --- |
| Have you used your Conclusion, Introduction, Title, and Abstract to help you? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Have you created slides that reflect each of the major parts of the paper?  Have you tried to minimize the use of text on the slides while making them visually appealing?  Do you have no more than 10 slides?  If you are giving a poster, have you arranged these slides in an effective manner on the poster?  Have you verified that any visuals you have are in the public domain?  Have you focused on creating some visuals for your presentation? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Have you written out a script?  Have you also created an outline that you feel comfortable speaking from?  If you are giving a slideshow, can you finish your presentation, using the outline, in 10–15 min?  If you are giving a poster, have you written, in addition to the script and the outline, an elevator speech that you can communicate in 45–60 s?  If you have an elevator speech, have you practiced it numerous times?  If you have an elevator speech, can you give it while making frequent eye contact with someone?  If you have an elevator speech, can you keep going if someone interrupts you? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Have you practiced speaking in a conversational style and not rushing through either your presentation or your elevator speech? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |
| Are you ready, after the presentation, to take down notes and suggestions from others?  Are you ready, after the presentation, to take down ideas that came to you during this process? | Yes \_\_\_\_\_\_ No \_\_\_\_\_\_  Yes \_\_\_\_\_\_ No \_\_\_\_\_\_ |