INCLUDE A COMPLETED EVALUATION SHEET FROM EACH MEMBER OF THE STUDENT'S COMMITTEE when the signed DISSERTATION PROPOSAL ACCEPTANCE FORM is submitted by the Major Professor to the Sociology Director of Graduate Studies for their signature.

UNT Sociology Graduate Program

Student Learning Outcomes Dissertation Proposal Evaluation Sheet

Student Name:

Dissertation Committee Member Name:

Date:

	1	2	3	4	5	Score
Statement	Fails to provide adequate	Poor statement of	Adequate statement	Provides clear context	Provides clear context	
of the	context, rationale,	context supporting	of context	supporting rationale for	supporting rationale for	
Problem	purpose, and terms. Fails	rationale for	supporting rationale	proposed study; clear	proposed thesis; clear	
	to provide adequate	proposed study,	for proposed study,	statement of why study	statement of why study is	
	statement of research	statement of why	statement of why	is needed; clear	needed; clear purpose;	
	questions, hypothesis,	study is needed,	study is needed,	purpose;	comprehensive list of	
	significance, and	statement of	statement of	comprehensive list of	terms. Research	
	limitations. Writing does	purpose, list of	purpose, list of term.	terms. Clear statement	questions, hypothesis,	
	not flow well, is not clear,	term. Poor	Adequate statement	of research questions,	significance, and	
	concise, comprehensive,	statement of	of research	hypothesis, significance,	limitations clearly stated.	
	nor does it use proper	research questions,	questions,	and limitations. Well	Exemplary writing that	
	transitions. Poor use of	hypothesis,	hypothesis,	written: uses proper	flows well: clear, concise,	
	proper grammar and	significance, and	significance, and	grammar and spelling;	and comprehensive. Uses	
	spelling.	limitations Grammar	limitations.	clear transitions.	proper grammar and	
		structure adequate.	Grammar structure		spelling; clear transitions.	
			adequate.			

	1	2	3	4	5	Score
Critical Evaluation of Literature	Fails to provide empirical research supporting topic. Synthesis and organization is based on limited information. There is little or poor link to the thesis question. Writing does not flow well: is not clear, concise, comprehensive, nor does it use proper transitions. Poor use of proper grammar and spelling.	Minimal review of the literature and little mention of empirical sources. Poor synthesis and organization of the literature, which minimally links it to the thesis question. Writing does not flow well: is not clear, concise, comprehensive, nor does it use proper transitions. Uses proper grammar and spelling.	Adequate review of the literature and empirical sources. Good synthesis and organization of the literature, which is clearly linked to the thesis question. Adequate writing, which flows well: is clear, concise, and comprehensive. Uses proper grammar and spelling and has clear transitions.	Good review of relevant and empirical sources. Good synthesis and organization of literature that is clearly linked to thesis question. Good writing skills: writing flows well: is clear, concise, and comprehensive. Uses proper grammar and spelling and has clear transitions.	Thorough review of relevant and empirical sources, citing seminal works in the field. Exemplary synthesis and organization of literature that is clearly linked to thesis question. Exemplary writing that flows well: clear, concise, and comprehensive. Uses proper grammar and spelling; clear transitions.	
	1	2	3	4	5	Score
Theory and Hypotheses	Fails to provide a theoretical framework for analyzing the subject. Fails to develop and formulate hypotheses based on the theoretical framework. Writing does not flow well: is not clear, concise, comprehensive, nor does it use proper transitions. Poor use of proper grammar and spelling.	Provides an inadequate theoretical framework for analyzing the subject. Inadequately develops and formulates hypotheses based on the theoretical framework. Poor writing that does not flow well: is not clear, concise, comprehensive nor does it use proper transitions. Uses proper grammar and spelling.	Provides an adequate theoretical framework for analyzing the subject. Adequately develops and formulates hypotheses based on the theoretical framework. Adequate writing that flows well: is clear, concise, and comprehensive, and uses clear transitions. Uses proper grammar and spelling.	Provides a good theoretical framework for analyzing the subject. Good derivation and formulation of hypotheses based on the theoretical framework. Good writing that flows well: is clear, concise, and comprehensive, and uses clear transitions. Uses proper grammar and spelling.	Provides a powerful and elaborate theoretical framework for analyzing the subject. Excellent derivation and formulation of hypotheses based on the theoretical framework. Exemplary writing that flows well: is clear, concise, and comprehensive, and uses clear transitions. Uses proper grammar and spelling.	Score

	1	2	3	4	5	Score
Methodology	Fails to provide statement of	Provides poor statement of	Provides adequate	Provides good statement of research design, sample,	Provides clear and descriptive statement of	
	research design, sample,	research design, sample,	statement of research design,	instruments, analysis, and procedures with little degree	research design, sample, instruments, analysis,	
	instruments,	instruments,	sample,	of vagueness. Good writing	procedures (recipe style).	
	and/or	analysis and	instruments,	that flows well: clear, concise,	Exemplary writing that flows	
	procedures.	procedures with	analysis, and	comprehensive, and uses	well: clear, concise,	
	Writing does not	large degree of	procedures with	clear transitions. Uses proper	comprehensive, and uses	
	flow well, is not clear, concise,	vagueness. Poor writing that does	some degree of vagueness.	grammar and spelling.	clear transitions. Uses proper grammar and	
	comprehensive,	not flow well: is	Adequate writing		spelling.	
	nor does it use	not clear,	that flows well:		g opening.	
	proper transitions.	concise,	clear, concise,			
	Poor use of	comprehensive	and			
	proper grammar	nor does it use	comprehensive,			
	and spelling.	proper transitions. Uses proper	and clear transitions. Uses			
		grammar and	proper grammar			
		spelling.	and spelling.			
	1	2	3	4	5	Score
Does	Fails to provide	Poor argument	Adequate	Good argument for how	Sophisticated argument for	
D	adequate	for how research	argument for how	research will address the	how research will address	
Research		will address the	research will	problem studied. Well written:	the problem studied.	
Address the	argument for how		addrage the	ucoc propor grammar and	L Evomplory writing that flowe	
	research will	problem studied.	address the	uses proper grammar and	Exemplary writing that flows	
Address the	research will address the	problem studied. Grammar	problem studied.	uses proper grammar and spelling; clear transitions.	well: clear, concise, and	
Address the	research will	problem studied.				
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