

Research Project for Introduction to Research Methods

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SUGGESTED CITATION

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Abstract

This is a semester long research project to be used in a research methods course. The assignment involves scaffolding: topic proposal, annotated bibliography, proposal, final paper, and oral presentation. This assignment has been successfully used at a community college and results in projects that are suitable for professional presentation or could be used as graduate school application writing samples. The assignment focuses as much on library and writing instruction as it does on the research methods process.

Details

Subject Areas: Research Methods

Resource Types: Assignment

Class Levels: College 200

Class Sizes: Small

Learning Goals and Assessments

LEARNING GOALS

The research project is designed to give students the opportunity to go through the research process from start to finish with continual feedback along the way.

The research project draws on course material and asks students to apply what they are learning in the course to their own project.

The research project is designed to provide a base that could be built upon in an upper-level research methods course.

ASSESSMENTS

15-20 page paper

10-15 minute oral presentation

Resource Files

DOCX

DOCX

TECHNIQUE: RESEARCH PROJECT FOR INTRODUCTION TO RESEARCH METHODS

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COURSE: Introduction to Research Methods

TEACHING/LEARNING GOAL:

1. *Goal 1:* The research project is designed to give students the opportunity to go through the research process from start to finish with continual feedback along the way.
2. *Goal 2:* The research project draws on course material and asks students to apply what they are learning in the course to their own project.
3. *Goal 3:* The research project is designed to provide a base that could be built upon in an upper-level research methods course.

TEACHING OBJECTIVES:

- Introduce the research methods process
- Examine how to gather and synthesize scholarly research
- Guide students through producing their own research project using GIS
- Demonstrate how social science research methods are useful in students' future education and career goals across social science majors

ANTICIPATED LEARNING OUTCOMES:

All of the learning outcomes for the course overall are captured in the research project assignment:

1. Students will be able to demonstrate what social science research is, including the goals, the process, the ethics, and how theory supports social science research.
2. Students will be knowledgeable about and comfortable using library databases (e.g., EBSCOhost, ProQuest, JSTOR), Google Scholar, and interlibrary loan. Students will demonstrate library proficiency through composing an annotated bibliography in support of their research project.
3. Students will be able to differentiate academic research from journalistic and other types of research, evaluate claims in the media, and describe the process and importance of peer review.
4. Students will employ research design, conceptualization, operationalization, measurement, indexes, scales, typologies, sampling, experiments, qualitative methods and quantitative methods. Students will demonstrate basic skills in geographic information systems (GIS).

5. Students will prepare literature reviews and write about their own research. Students will demonstrate proficiency in using APA format. Students will be able to discuss her or his research in an oral presentation, which utilizes PowerPoint®.

REFERENCES:

We link each of the below references to the learning management system (e.g., Canvas). We print out all of the references (except the “General Resources for Writing”) for students and go through the handouts in class. We discuss and show the “General Resources for Writing” in a PowerPoint presentation early in the project.

General Resources for Writing:

- Strunk Jr., William and E. B. White. 1999. *The Elements of Style*. 4th ed. Longman.
- Grammar Girl (<http://www.quickanddirtytips.com/grammar-girl>)
- OWL at Purdue (<https://owl.english.purdue.edu/owl/resource/560/01/>)
- Writing Resources and References (<http://ssw.unc.edu/students/writing>).
- Babbie, Earl. 1998. “How to Avoid Plagiarism.” Retrieved May 23, 2014 (<http://www.csub.edu/ssric-trd/howto/plagiarism.htm>)
- The Writing Center. 2010. “Plagiarism.” The University of North Carolina at Chapel Hill Retrieved May 23, 2014 (<http://writingcenter.unc.edu/handouts/plagiarism/>).

For GIS:

- Lane Community College. “ArcServer Version Web-based GIS Maps, Student Lessons, and Teaching Guides.” Retrieved August 28, 2014 (<http://gis.lanec.edu/modules>).

For Data:

- United States Census Bureau. Retrieved August 28, 2014 (<http://www.census.gov/>).
- Social Explorer. Retrieved August 28, 2014 (<http://www.socialexplorer.com/>).

For Background Information on Topic:

- Angier, Natalie. 2013. “The Changing American Family.” *New York Times*, November 25. Retrieved May 23, 2014 (http://www.nytimes.com/2013/11/26/health/families.html?_r=2&).
- Morin, Rick. 2011. “The Public Renders a Split Verdict on Changes in Family Structure.” *Pew Research Social & Demographic Trends*, February 16. Retrieved May 23, 2014 (<http://www.pewsocialtrends.org/2011/02/16/the-public-renders-a-split-verdict-on-changes-in-family-structure/>).

For the Annotated Bibliography:

- Booth, Ashley. 2013. “Use Google Scholar Effectively for Research.” University of Illinois Urbana-Champaign Library, February 3. Retrieved May 23, 2014 (http://www.library.illinois.edu/ugl/howdoi/use_google_scholar.html).
- Understanding Science. 2014. “Scrutinizing Science: Peer Review.” University of California Museum of Paleontology. Retrieved May 23, 2014 (http://undsci.berkeley.edu/article/howscienceworks_16).

- Cornell University Library. 2013. "Distinguishing Scholarly from Non-Scholarly Periodicals: A Checklist of Criteria." Retrieved May 23, 2014 (<http://guides.library.cornell.edu/scholarlyjournals>).

For the Research Proposal:

- Academic Resource Center. No date. "How to Write an Abstract." Tufts University. Retrieved May 23, 2014 (<http://uss.tufts.edu/arc/HOW%20TO%20WRITE%20AN%20ABSTRACT%20for%20tufts%20Symp.pdf>).
- The Writing Center. 2010. "How to Write a Literature Review." The University of North Carolina at Chapel Hill Retrieved May 23, 2014 (<http://writingcenter.unc.edu/handouts/literature-reviews/>)
- Buttram, Cayla, David MacMillan III, and R. T. Koch Jr. 2012. "Comparing the Annotated Bibliography to the Literature Review." University of North Alabama. Retrieved May 23, 2014 (<http://www.una.edu/writingcenter/docs/Writing-Resources/Comparing%20the%20Annotated%20Bibliography%20to%20the%20Literature%20Review.pdf>).

MATERIALS NEEDED:

- A classroom equipped with a computer, overhead projector, and Internet
- Access to a computer lab in the library to do a library research demonstration
- Access to a computer lab with GIS software installed

ESTIMATED TIME:

- The Research Project is a semester-long project. Expect to devote substantial class time to the project.
- A minimum of 15 minutes per student for individual meetings, with at least one class devoted to the individual meetings.
- 30-40 minutes to go over the research project assignment
- Prior to assigning the annotated bibliography portion of the assignment, one class period (up to 75 minutes) should be spent going over using your institution's library, Google scholar, and explaining the peer review process. Our reference librarian spends 30-40 minutes with students going over library resources. The remainder of our class period is spent in the library's computer lab allowing students to begin doing database searches on the topic. This is beneficial in that the students have access to both instructors and the librarian to help with selecting key terms and using the databases.
- If time permits, spend one class period having students do peer editing close to the due date for the final project.
- 20-30 minutes to go over the expectations of the proposal
- 10-15 minutes to go over the expectations of the final presentation
- 10-20 minutes to go over the expectations of the final paper
- Reserve some time (5-15 minutes) at the end of several class meetings to answer questions about the research project
- At least 1-2 class meetings (75-150 minutes) should be reserved to introduce students to GIS and have them work with the software with the instructor present

- We saved presentations for the final exam period, which is two hours long. Reserve at least 15 minutes for each student presentation. If possible, have an additional 15 minutes buffer to allow for lengthier discussion.

PROCEDURE:

For the Instructor:

- Give students a very brief overview of the research project on the first day of class. They will be spending a great deal of in-class and out-of-class time on the project so they need to be aware of this from day one.
- Save going over the complete assignment until the second week of class. Go over each portion of the assignment after the previous portion has been submitted.
- We find it easier to manage the research project and be able to provide more individualized attention on the project if all students are grounding their project in a similar set of literature. Because our data comes from the U.S. Census, we opted to focus on families. We spend two class periods talking about changes in the family in order to provide students with an overview of possible topics. We give students the option of choosing topics outside of families, but most stick to a family-related topic.
- Check-in with students in nearly every class meeting about their project.
- We made several attempts to connect the research project with opportunities beyond the classroom. First, on the first day of class we asked students to tell us about their plans after graduating. Several indicated that after they transfer, they intend to go onto graduate school. We were able to use this knowledge to encourage students to view this research project as a chance to create a polished writing sample to go with a graduate school admissions packet. Second, we intend to support students beyond our class, by encouraging them to present their projects at the Illinois Sociological Association's annual meetings regardless of whether they are sociology majors. Third, for students unsure about transferring or with no intention of graduate school, we made sure to give plenty of examples of how they might use the skills they are learning through this project for a job in a social science-related field.
- We also use student topics as examples in course instruction.
- We use the handouts "How to Write a Literature Review" and "Comparing the Annotated Bibliography to the Literature Review" (listed under "References") to help teach students how to transform an annotated bibliography into a literature review. We give students a copy of "How to Write a Literature Review" to read over on their own outside of class. We go over "Comparing the Annotated Bibliography to the Literature Review" in class. Students report that seeing the diagram on page two of the handout is incredibly helpful in terms of understanding how exactly to transform the annotated bibliography into a cohesive literature review. Further, we give highly detailed and individualized feedback to students on their drafts and in one-on-one meetings. The one-on-one meetings in particular help students to see how the literature review should be done as opposed to how they have completed it. By the final draft of the paper, most students are able to write an appropriate literature review.
- The primary challenge relating to integrating geospatial data and spatial thinking into social science curriculum connects to data access and software. Many federal and state agencies now provide a wealth of data on demographic, historical, geographical, political, and sociological issues shaping the evolving culture in the United States. One of the key

data sources for any social scientist is the U.S. Census Bureau (<http://www.census.gov/>) or the (<http://www.sociaexplorer.com/>). Educators should focus on using web-based applications with GIS data. Desktop level software with higher end cost, complexity and steep learner curves result in early struggles with connecting spatial analysis to social issues. Consulting with a GIS professional or educator would be advised in developing or connecting geospatial data to curriculum. The National Science Foundation has supported many initiatives to help educators with integrating geospatial technology, data, and thinking to social science/science courses. The following url highlights a geography educator's attempt to connect web-based mapping to issues like migration, global demographics, and many other issues (<http://gis.lanec.edu/modules>).

- The instructor should go through the following GIS Research Method Steps with students using at least two examples:
 1. Identify a problem or issue that mapping and spatial analysis can help understand, predict or better evaluate.
 2. Identify which data sources or existing mapping applications will work with addressing the problem
 3. Use spatial analysis techniques within the GIS application to address issues how proximity, map patterns, distance, and statistical trends relate or address the original problem statement or hypothesis.
 4. Summarize results in the form of maps and text informing readers on your results.

This class should meet in a computer lab if the regular classroom is not equipped with computers. After the instructor demonstration, students should either individually or in pairs create their own map based on the variables they plan to use in their project under the supervision of the instructor.

- Grading rubrics are included with the assignment for each portion of the project. Our aim is to see effort on the part of students. We do not expect to see perfectly executed research projects. We want students to try hard and take chances while also learning the expectations of executing and reporting social science research.

For the Students:

- Student procedures are laid out in the assignment document. GIS research method steps are above under "For the Instructor."

INTERPRETATION:

This research project is the first time that our students have ever executed a research project beyond a K-12 science fair project or a literature review. Students get very excited when they see the results of their data analysis and how it fits together with the literature review. Further, providing feedback along the way and individualized attention strengthens the resulting projects.

POSSIBLE PITFALLS:

- *Group or individual projects:* Most students opt to work on the research project individually. For those working in groups, make sure any additional expectations that you may have for them are made clear to them before they undertake working in a group. We require students who are working in groups to use more references, so that the individuals

in the group do not get away with doing less work. Also, consider allowing the students in the group grade each other and themselves as it relates to their group contribution.

- *Student majors:* While any social science major can take Introduction to Research Methods, the exact mix of majors may vary. One semester, we had nearly all psychology majors. Another semester, we had a mix of psychology, social work, and sociology majors. The exact mix of majors may change your approach and requirements of the assignment. For example, we emphasize APA format as this style is used by most of our students' majors. It does not make sense to assign ASA format if only one or two students intend to pursue sociology as a major.
- *Student resistance to topic:* We opt to focus students' projects around the family. Most students can find a subtopic that suits them, but other students already have strong interests in mind. We allow them to pursue those topics as long as they can secure data to use in the course.

ASSESSMENT EXAMPLES:

Several essay exam questions are directly relevant to the successful completion of the research project.¹

1. Contrast conceptualization and operationalization. After defining these terms, demonstrate this difference by conceptualizing and operationalizing one of the following concepts: traditional family, parent, social parent, nontraditional family, or multiracial family. Discuss potential measurement procedures for the concept.
2. What are the strengths and weaknesses of using existing data sources, such as the U.S. Census, for research? Explain what the U.S. Census is and why it is useful for social science research. Describe how you will use the U.S. Census in your research project.
3. What makes peer reviewed research different from other types of publications? Find two peer-reviewed references on single parenting using Lake Land Library. You need to provide a citation for each reference using APA format. Explain the steps you used to find your two sources. How did you determine these sources are peer reviewed?

¹ Questions 1 and 2 are adapted from the Chapter 4 test bank questions that accompany Chambliss, Daniel F. and Russell K. Schutt. 2013. *Making Sense of the Social World*. 4th edition.

Research Project

Introduction to Research Methods Spring 2014

The research project will be submitted in stages. You will prepare a project plan (Feb. 17), an annotated bibliography (Mar. 3), proposal (Apr. 9), professional presentation and final paper (May 16) for this project. We will also hold individual meetings about your project (April 14). You may work with a partner on this project.

Project Plan (Due February 17)

Your Project Plan should be a ½ to 1 page outline of your intended project. In your plan, you should identify:

- Your research question(s)
- Explain what your research topic is and why it is a worthwhile question (i.e., what is the social importance or scientific relevance of your question)
- Your geographical area (Lake Land College district, county, state, region of the country, etc.)
- Identify the variables that are important to your research question

PROJECT PLAN GRADING RUBRIC

Criteria	Instructor Feedback	Points Possible	Points Earned
Research Question (Is the research question (or questions) clearly explained?)		25	
Explanation (Has the student explained what the topic is beyond the question and why it is a worthwhile question?)		25	
Geographic Area (Has the student specified the geographic area(s) that will be the focus of analysis?)		25	
Variables (Has the student identified at least two variables that are important in answering the research question?)		25	
	Total	100	

Annotated Bibliography (Due March 3)

The purpose of the annotated bibliography is to prepare a literature review on your topic.

Your annotated bibliography requires six entries:

1. Five scholarly journal articles
2. One book

References should be recent (from the last five years).

Note that you are expected to use more references than this for the paper, but are only required to submit annotations for six of your sources.

*With this assignment, you are required to show proof that you have a Lake Land College library card.

What is an annotation?

An annotation indicates the usefulness of a particular source and provides a record of your research. This assignment will help you prepare to write a research paper on your chosen topic.

Include the following for each annotation:

1. A citation in APA style
2. Clearly states the main point of the source
3. Identifies the intended audience
4. Identifies the purpose of this source
5. Compares the source with the other works cited
6. Explains how this source contributes to the topic

Example of an Annotation (in APA format)

Wagner, J. W. (2004, December 30). Value of Liberal Arts Exceeds Material Gain. *The Atlanta Journal-Constitution*, p. A15.

The main point of this article is to explain the value of a liberal arts education and to discuss the purpose of education. The purpose of the *Atlanta Journal-Constitution* is to inform the public. The intended audience of this particular article includes those living in the Atlanta area, readers of this newspaper, college students and their parents, and those funding higher education (e.g. State Representatives and State Senators). Compared to my other sources this one presents the strongest argument for a liberal arts education. This article supports my topic because it provides valuable information to build an argument for valuing a liberal arts education.

Example is based on the newspaper article found in Appendix A.

Annotated Bibliography Grading Rubric

Criteria	Instructor Feedback	Points Possible	Points Earned
Five scholarly journals (from the last five years)		10	
One book (from the last five years)		2	
Library card		10	
Each citation is in APA format.		12	
Each entry clearly states the main point of the source.		12	
Each entry identifies the intended audience.		12	
Each entry identifies the purpose of this source.		12	
Each entry compares the source with the other works cited.		12	
Each entry explains how this source contributes to the topic.		18	
	Total	100	

Proposal (Due April 9)

Your final paper will be 15-20 pages. Use this as a guide for your proposal, though some proposals might be shorter in length. Longer proposals will be considered, but please work at editing your work to fit the page limit parameters.

Your research proposal will contain the following sections and address the topics described:

- Title Page
- Abstract
 - An abstract is a 150-250 word summary of your paper
 - Resources:
 - [How to Write an Abstract](#)
- Introduction
 - What is your research question(s)?
 - Why should we care?
- Literature Review
 - What is already known about your research question?
 - How will your research contribute to the literature?
 - You should review at least ten recent (last five years), peer-reviewed articles and two books for this proposal.
 - Resources:
 - [How to Write a Literature Review](#)
 - [Comparing the Annotated Bibliography to the Literature Review](#)
- Theory
 - What theories in your discipline are appropriate to help guide your research?
 - What are the theories? Explain.
 - How will these theories shape this study?
 - Don't get hung up on the theory section, the idea is that you are making an attempt at connecting your study in this course with your discipline.
- Methods
 - Everyone will be using GIS in order to actually do her or his study.
 - You will discuss your sample and any important variables to your study.
 - Be sure to discuss any limitations with using this data in your study.
 - Data analysis
 - How will you analyze your data using GIS?
 - Special considerations
 - What research ethics should you be concerned with?
 - Are there any anticipated expenses with this project?
- Discussion
 - You should also discuss an alternative way your study could be done. Could you use qualitative, quantitative, or evaluative research methods? For the purposes of this assignment, you will choose either survey research, in-depth interviews, or evaluation research as your alternative.
 - For surveys, you will now construct two questions and possible answers.
 - For in-depth interviews, you will now construct two questions and one follow-up question for each initial question (4 questions total).

- Your questions should be pertinent to your study, but do move beyond basic demographic style questions in this assignment.
 - How would analyze this data?
 - Will you use statistics? How?
 - Will you content analysis? How?
 - What are the possible ways you could analyze your data?
- Conclusion
 - What is your research plan?
 - Where could you present it? (What are the professional organizations in your discipline? Are there community organizations that might be interested in this research? Who?)
- References
 - You are required to cite
 - At least ten recent (within last five years) peer-reviewed articles
 - At least two books
 - Websites will be approved on a case by case basis
 - The U.S. Census is allowed without special permission
 - All references should be in APA format
 - Resources:
 - [OWL at Purdue](#)

*If working with a partner, your group will submit one paper. Because you are working with a partner, it is expected that you have twice as many sources.

Once your proposal is complete and accepted by Dr. Rudibaugh and Dr. Medley-Rath, you will put it into action. Your results will be what you will share with in class during the presentations.

Proposal Grading Rubric

Overall, did the student adhere to the guidelines for each section as specified in the assignment?

Criteria	Instructor Feedback	Points Possible	Points Earned
Title Page		3	
Abstract		10	
Introduction		10	
Literature Review		15	
Theory		10	
Methods		15	
Discussion		15	
Conclusion		10	
References		12	
	Total	100	

Professional Presentation (May 16)

At a professional conference, you typically have 15-20 minutes to present your research. Then, time is allowed for the organizer to discuss the research, ask you questions, and allow members of the audience to ask you questions. We are going to adhere to this format in this class but modify it so that your presentation time will be 10-15 minutes.

In the presentation, will you talk about the what, how, and why of your study. Convince us that your study and results matter. Talk to us about how your results could be used by others in your discipline or outside your discipline.

PRESENTATION GRADING RUBRIC

Overall, did the student address the points laid out in the paper expectations?

Criteria	Instructor Feedback	Points Possible	Points Earned
<i>Presentation Content (75%)</i>			
Clearly defined problem		15	
Literature review		15	
Methodology		15	
Analysis/Maps		15	
Conclusion/Discussion		15	
<i>Presentation Quality (25%)</i>			
Professional appearance (Is the student dressed professionally?)		5	
Presentation appearance (Are slides and handouts neat in appearance? Are they easy to read?)		5	
Timeframe (Does the student stay within the assigned timeframe?)		5	
Questions (Is the student able to answer questions from the audience?)		5	
Public speaking skills (Can the student be heard? Does the student use a steady pace?)		5	
	Total	100	

Final Paper (Due May 16)

Your final paper will be based on your research proposal and form the basis of your presentation. You will include most of the information from your proposal and add a findings section and substantially revise her or his abstract, introduction, discussion, and conclusion.

- Title Page
- Abstract
- Introduction
 - What did you find?
- Literature Review
- Theory
- Methods
- Findings
 - What are your results?
 - Be sure to include your maps in this section with at least one paragraph for each map explaining the content of each map.
- Discussion
 - So what, why is your research important?
- Conclusion
 - What did you do?
 - Were there any limitations?
 - What might future research look like?
- References
 - Edit your reference section to reflect those references you actually used in the paper.

FINAL PAPER GRADING RUBRIC [Next page]

Overall, did student revise the paper based on earlier feedback (from the draft and presentation)? Did the student add additional criteria in this final section (i.e., findings, discussion, and conclusion)? Did the student edit the references based on the sources they actually used?

Criteria	Instructor Feedback	Points Possible	Points Earned
Title page			
Abstract			
Introduction			
Literature Review			
Theory			
Methods			
Findings (Maps should be included in the findings section.)			
Discussion			
Conclusion			
References			
	Total	100	

Appendix A. Newspaper Article used in Annotated Bibliography Example.

LexisNexis™ Academic
Copyright 2004 The Atlanta Journal-Constitution

The Atlanta Journal-Constitution
ajc.com

The Atlanta Journal-Constitution
December 30, 2004 Thursday Home Edition

SECTION: Editorial; Pg. 15A

LENGTH: 502 words

HEADLINE: Value of liberal arts exceeds material gain

BYLINE: JAMES W. WAGNER

SOURCE: For the Journal-Constitution

BODY:

Recently a well-educated, bright and articulate woman with a successful professional career posed to me this question: What is the practical value of the liberal arts these days, especially at the prices colleges charge?

In other words, how do you, as a university president --- and one with an engineering background --- justify schooling that does not necessarily put students on a clear path to wealth? These questions assume that the purpose of education is to make money, and that liberal arts graduates don't make much. Neither assumption is well-founded.

Regarding the second, my colleagues in the philosophy department might note that philosophy majors are highly sought by law schools and medical schools. The English department might recall a recent New York Times report that U.S. companies spend more than \$3 billion annually to teach their employees how to write.

Colleagues in Emory's School of Medicine and Goizueta Business School might note that their professions value mental nimbleness and the capacity for effective human interaction as well as ingrained (maybe inflexible) training. They value quality of mind as well as specific skills. However much our technology might be an aid to civilization, it is not the thing itself. Our culture was developed by minds driven to know what is other, what is different. That kind of knowing comes from liberal arts.

And that takes us back to the first assumption, about the purpose of education.

When we look at what happened on Sept. 11, 2001, we see the most technologically advanced nation in history humbled not by technology, but by human inventiveness at the service of technology. In the days following that terrible event, the most pressing questions were not about our technology but about "why they hate us." At Emory we found that suddenly our experts in Islam, Arabic and Middle Eastern history and culture were in great demand. We gave thanks that Emory and other universities offered an intellectual home for scholars in history, religion, philosophy and other liberal arts, for the sake of our civilization.

Higher education should make it possible for men and women to lead better lives. But a better life includes not only greater employability and material comfort. A better life is one freed from ignorance. Higher education is as much about gaining insight as it is about gaining information; as much about seeking wisdom as it is about seeking knowledge.

Viewed in this light, the life of the mind will always be essential to our civilization. Our personal experiences and "database" are incomplete until we deeply understand the history, religion, sociology and literatures of others. By strengthening understanding among us, the life of the mind weakens the forces that pull us apart.

The arts and humanities do not simply entertain us. They open us up to the mind, heart and soul of each other. This freedom is worth a high price indeed.

James W. Wagner is president of Emory University.

GRAPHIC: Photo: James W. Wagner

LOAD-DATE: December 30, 2004

Appendix B. Mechanics of all Written Work.

- Must be typed, double-spaced, 12 point font, 1 or 1.5 inch margins, in Times New Roman or Arial font
- Please spell-check and read over your work before turning it in. No more than two spelling or grammatical errors per page.
- Include in-text citations and a reference page following APA format. More information on APA format can be found at the [OWL @ Purdue](#).
- You should make an effort to incorporate APA format in terms of other formatting issues, too (e.g., page numbers, headers, headings and subheadings, title page).
- All written work is due on Instructure Canvas by the start of class on the day it is due. No late work will be accepted or accepted elsewhere.
- Double-check to make sure your work uploads correctly.