

**EXTERNSHIP**  
**AND**  
**PROPOSAL GUIDELINES**

for

Master of Education  
in  
Curriculum and Instruction

Department of Teaching and Learning  
School of Education  
Virginia Commonwealth University

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**EXTERNSHIP GUIDELINES**  
**for**  
**M.Ed. in Curriculum and Instruction**

**Department of Teaching and Learning**  
**School of Education**  
**Virginia Commonwealth University**

**I. Description**

The externship in the Curriculum and Instruction Program is an opportunity to integrate and apply principles and ideas developed earlier in the program. This integrative, application experience requires that students perform some extended activity or action research directly related to their program concentration.

The externship is implemented after a minimum of 27 of the 36 required credits have been completed. Externships can be implemented in only the Fall or Spring semesters. **Planning for the externship should begin at least two semesters in advance.**

Students are expected to apply acquired knowledge in their specialization and/or instruction. Most importantly, the externship must extend or move the student forward professionally and must therefore involve some activity that the student has not previously attempted.

The externship is frequently conducted within the context of the student's regular classroom or work place but may be done in a non-job-related setting. The student is responsible for all necessary arrangements.

In preparation for the externship, the student must enroll in TEDU 680 (Externship Proposal Writing Seminar) offered each fall. In this class and in consultation with a specialist who is knowledgeable in the general area of the externship, the student must write a detailed proposal. The proposal must also be approved by a faculty member who leads the externship proposal writing course and the specialist. The student's advisor will help identify an appropriate faculty specialist. In many cases he or she will serve as the specialist.

**II. Outline of Procedures and Faculty Involvement**

**A. Externship Proposal**

1. The student and advisor consult to identify an appropriate faculty specialist. The specialist can be the advisor. The specialist assists the student in the preparation of the proposal. A proposal may go through two or more revisions before being approved by the specialist.

Therefore, it is prudent to begin the process early. See **III A** below.

2. During the Fall semester prior to the semester you plan to implement your externship project, you must enroll in TEDU 680: Externship Proposal Writing Seminar. This course along with TEDU 700 constitutes a six hour required sequence for preparing and implementing your externship. The instructor of this course will consult periodically with your specialist as you prepare the proposal.

**B. Implementation of the Externship**

1. The student registers for TEDU 700 for the semester in which the externship is to be conducted.
2. The minimum of 120 clock hours must be included in the externship experience. This includes time for implementation, evaluation, reporting, and any other semester activities. It does not include time spent on proposal preparation.
3. An externship supervisor will be in charge of overseeing and evaluating all externships. This faculty member is assigned by the Division. It should be assumed that the supervisor will not be in the same field of expertise that of the externship topic.
  - a) **First Meeting.** In the beginning of the semester there will be one or more meetings of all students doing externships. The main purpose of these meetings is for students to share briefly their externship project with their peers and with any other faculty who may wish to attend.
  - b) **Mid-semester Site Visit/Interview.** At some time near the middle of the semester, the supervisor and student arrange for either a site visit or a one-on-one meeting/interview. A visit might be useful when something is happening in the classroom that would be interesting for the supervisor to see and could help him/her better understand the externship. An interview may be substituted for a visit in those instances where the externship does not warrant observations of ongoing activities. The interview may be on campus or, if there is some value in doing so, it may take place at the site of the externship. The purpose of the visit/interview is to share progress made to date, make adjustments to the timetable if necessary, and in general, to keep open a line of communication with the supervisor. If mutually agreed upon, more than one such meeting may take place.
  - c) **Final Presentation.** All students are required to make a brief presentation of their externship project. The presentations must be attended by all externs that semester and are open to the faculty. The presentation should be about 20 minutes in length followed by an opportunity for questions and answers. In some semesters several sessions may be required in order to accommodate all presentations. Prior to the presentation, all products

should be available for perusal and are turned in to the supervisor along with the final report.

4. Final Report. All externships include a formal written report of the project. The report is a professional, typed paper that includes:

Overview

Description of the Project and Goals

Discussion of the Activities and Products

Discussion of the Findings or Experience

*The Discussion sections should include a personal assessment reflecting on how well you feel you met your established goals for the externship*

Summary

The report is written in a parallel manner to the proposal. However, it is in the past tense and includes a reflection on the experience, a discussion of what was learned by having engaged in the externship, and a personal evaluation of the project in terms of your goals.

Three copies of the final report must be turned in with one copy given to the specialist, one for Department files and the other returned with comments.

### **III. Externship Proposal Development and Approval Process**

#### **A. Obtaining early information about externships.**

**WHEN:** Early in your program you should meet with your advisor and/or attend a Department orientation session on externships. This orientation is usually held in late January or early February. This should occur at least a year before you plan to do your externship. Students in the program are notified about the externship orientation session.

**WHAT:** The orientation or a meeting with your advisor is the best way to understand the nature of the externship and what will be expected of you. This will give you some time to be thinking about an area of interest and the possible need for identifying a different faculty member to serve as specialist.

#### **B. Meeting with the advisor.**

**WHEN:** This meeting should take place about **one year** prior to your externship.

**WHAT:** Students should bring to this meeting one or more initial ideas about what they might like to do for their externship. The advisor and student discuss the idea and decide on the basic direction the project will take. With this information the advisor decides if a different faculty member is needed to act as a specialist. If necessary, one or more faculty members in the appropriate areas are suggested by the advisor.

If a specialist other than the advisor is required, it is the student's responsibility to contact the recommended specialist and confirm his or her willingness to assist in preparing the externship proposal.

**C. Initial meeting with the specialist.**

**WHEN:** It is most important that the student allow ample time to work with the specialist in preparing the proposal. The initial meeting should be held **at least two semesters** prior to the externship.

**WHAT:** In the initial meeting, the student and specialist refine the externship idea, discuss the rationale, what the activities and products of the externship might be, and so on. The specialist then walks through all sections of the proposal format and helps the student understand what is required in each.

**D. Preparation of the proposal.**

**WHEN:** Work on the proposal should begin approximately **two semesters** prior to the externship. Students should observe rough draft and final proposal deadlines provided in the TEDU 680 course. The value of early work on the proposal at least two semesters in advance cannot be over stressed. Do not pressure your specialist or the TEDU680 instructor at the last minute with a less than adequate proposal.

**WHAT:** If library work and an initial draft of the proposal are completed in the second semester prior to the externship, the student will be prepared to complete and refine the proposal early in the semester prior to the externship while enrolled in the TEDU 680 course. The student should expect that the first or second drafts of the proposal will in all likelihood not be the final draft. A first draft of each component should be submitted and a meeting scheduled with the specialist soon afterwards so that necessary revisions can be discussed and clarified.

**IV. Timetable**

The following dates correspond to each step in the proposal preparation process and should be considered as "last dates" or deadlines. You are encouraged to work toward getting your first draft of each component to your specialist and TEDU 680 instructor as early as possible. The earlier these first drafts are completed, the more time you will have for making revisions and sending in a quality proposal. Before submitting a final draft, your proposal should include all specified information and the specialist should be completely satisfied with the externship activities.

Meeting with advisor about externship and/or Externship Orientation Meeting

**Fall Externship:** Early in your program.

**Spring Externship:** Early in your program.

(Note that workshops are conducted at most once per year usually in late January or early February.)

Meeting with advisor to identify topic and specialist

**Fall Externship:** No later than early spring of the prior year

**Spring Externship:** No later than early spring of the prior year

Initial meeting with specialist

**Fall Externship:** April or May of prior year at the latest

**Spring Externship:** April or May of prior year at the latest

**Requirements after final proposal has been submitted for review:**

- a) If the proposal is approved, no further action is required. The student will receive notice of the first meeting.
- b) Approval with clarification means that the proposal is approved but the proposal requires further clarification. In this event, the student must make the requested changes. The specialist should be consulted for needed clarifications and to be sure that the corrections made are in order. The revised externship proposal should be submitted to the externship supervisor at time of first externship seminar meeting.
- c) Non-approval of the proposal means that one or more of the requirements of the externship guidelines has not been met. In the case of non-approval, a revised proposal must be submitted to the TEDU 680 instructor and specialist no later than one week prior to the first week of classes in the semester in which you plan to conduct your project. The revised proposal will be reviewed again. You are reminded that this is only opportunity to revise the proposal after resubmitting it to the TEDU 680 Instructor and specialist.

**Please Note: Revisions or clarifications are the responsibility of the student. Although students are always encouraged to seek the advice of their specialist, students should be aware that faculty are often not available during holiday or summer periods. Arrangements to meet with a specialist should be made during the semester. If this is impossible, students remain responsible for all requested revisions.**

## EXTERNSHIP PROPOSAL GUIDELINES

Each proposal should contain the following sections:

1. Overview
2. Review of the Literature
3. Description of Goals, Activities and Products
4. Assessment Criteria
5. Timetable for Externship Activities
6. References
7. Related Resources (if applicable)
8. Abstract

Proposals must use the style and conventions of either the American Psychological Association (APA style) or the Modern Language Association (MLA style) described in the most recent editions of the respective manuals. Copies of the APA and MLA manuals can be found at the Reference Desk of Cabell Library. The style guides are most important for the review of the literature and the references.

The proposal should be double-spaced throughout in a type size no larger than 12 point. The references list should be as it would appear in a publication, that is, single spaced within each reference and double spaced between references. **Each entry is to be set in hanging-indent format.**

What follows is a description of each section of the proposal.

### 1. Overview

This brief section should provide the reader with an overall understanding of what your externship is about. It should include: a) a description of the general topic/idea; b) a statement of its importance with respect to the content and/or the professional field involved; c) a brief statement of what the externship will involve; and d) a statement of your personal professional goals for this externship. It is important to articulate how this externship will help you grow as a professional educator - why you chose this particular project.

### 2. Review of the Literature

The review of the literature should contain a reasonably comprehensive discussion of the current **scholarship including empirical research** relevant to the proposed externship. In addition to research, the literature review should, when appropriate, include references to theoretical positions and directions of professional organizations (standards or guidelines) that support the rationale of the project. Although the emphasis in this review should be on research, scholarly articles that add professional perspective may be included. It is the obligation of the student to take the reviewed

literature and use it to clearly support the project with respect to content, importance and methodology. A listing of article summaries without building a message for the reader is inadequate.

In the Appendix you will find an excerpt from *Educational Research Fundamentals for the Consumer* (McMillan, 1996), which provides guidelines for a review of literature. The points made in those pages can provide some guidance for the preparation of the literature review for your externship proposal.

### 3. **Description of Goals, Activities and Products**

This section contains two related parts: Personal Goals, and Activities and Products of the Externship. These goals, activities and products define both what the externship is and the evidence that will be used to evaluate it.

- a) **Personal Goals.** In the Overview you should have briefly stated your personal professional goals for this particular externship. Here you should expand on what you hope to learn or how you hope to grow as a result of this experience. These are your personal goals as an educator, not goals you may have for students or others who may be involved in the externship.
- b) **Activities and Products of the Externship.** In this section you describe the setting of the externship, demographics of the students with whom you are working (if applicable) and describe all of the activities that make up this externship. This may include but not be limited to the following:
  - Planning and developing externship activities
  - Learning new software packages
  - Instructional activities that you perform
  - Expectations and activities of students
  - Observations (personal, audio, video)
  - Materials preparation
  - Reflective journal

Following each activity, you should describe the product that will result from this activity. Your products should be a description of the physical, observable things that result from doing the particular activity. Examples of such items are:

- Samples of student work
- Instructional materials you prepared or designed
- Lesson plans
- Journals or logs of daily activities
- Assessment instruments

- Assessment/test data
- Audio or video tape of important or representative activities

In cases where physical products are large or cumbersome or are for some reason difficult to bring to campus, photos or videos are acceptable.

Some externships may rely heavily on something that already exists (e.g., curriculum materials, instructional guides or models, etc.). While these are not products of the externship, this section should clearly articulate how these existing materials are being used to guide your own experiences.

#### 4. **Assessment Criteria**

The externship is assessed through examination of the activities and products of the externship, the final report and the final presentation. In this section your task is to describe how this externship should be assessed by faculty in the Department of Teaching and Learning. As the one who designed this externship, you are the best person to define how the quality of the externship can be assessed.

The assessment criteria should be built around each of your personal goals for the externship (3a). These goals will be reflected in the activities and products (3b) that you identified in this proposal. That is, the supervisor will want to see how well you met the goals you set out for yourself in designing the externship. What he or she will look at to determine if you have met these goals are the products and activities of your externship. For most products and activities you may find criteria such as the following useful (Note that these are only suggestive):

1. Evidence of professional growth
2. Logical conclusions (with supporting data)
3. Documentation of goals met
4. Completeness (do what you said you would do)
5. Clarity of presentation
6. Organization
7. Professional appearance

For each goal you have identified, you should list and briefly describe all of those activities and products that you described in sections 3b that are related to the goal. You must provide criteria by which each observable piece of the externship will be assessed to show evidence of your meeting the particular goal. Wherever it is reasonable, your criteria should reflect standards of the discipline and/or the related literature as well as general professional qualities.

### **The Final Report.**

Your Final Report will be an opportunity to look at the externship as a whole. It is not necessary to specify any criteria by which the Final Report is to be assessed. The supervisor will utilize your goals and general professional criteria in the assessment. In preparation of your report you should pay special attention to your goals for the externship. It is your opportunity as well as your obligation to provide your own self assessment of the externship; how did you assess the experience, both parts and the whole, in terms of the personal goals you established in this proposal? This should include not just products, but the activities and the entire learning experience.

All activities and products to be included for evaluation should be discussed or referenced in the final written report and/or the oral presentation.

**NOTE:** The externship will be assessed based on your performance as it reflects your goals and activities established in this proposal, not the performance of your students or other "clients." For example, you should not include as a criteria for externship assessment that students will score at some level of performance on a test. That would be an assessment of the students and not of the externship. This does not, however, imply that student performance cannot be an externship product. The assessment of student performance should be based on what you learned or how you grew professionally as a result of observing or influencing this performance. If your externship experiments with an instructional treatment and the students perform inadequately as a result, you might conclude that the treatment was not appropriate or that you delivered the treatment in way that, upon reflection, could be altered or improved. Such an experience, when understood and reflected upon constitutes professional growth and is not an indication that the externship was a failure.

### 5. **Timetable for Externship Activities**

It is required that your externship involve at least 120 clock hours of your involvement. This includes all activities that contribute to the externship in any way with the exception of the preparation of the proposal.

In this section, include a table showing all activities, the approximate inclusive dates (e.g., March 1 - March 22 or First 3 weeks of March), and the approximate or estimated number of clock hours to be spent on that component or activity. Include time for such things as the selection or development of instructional materials, library research time (beyond that necessary for this proposal), planning time, classroom implementation, the development and administration of assessment procedures, and preparation of the final report. A suggested format is shown here.

### Timetable for Externship Activities

Activity	Inclusive Dates	Clock Hours
_____	_____ to _____	_____
_____	_____ to _____	_____
_____	_____ to _____	_____
....		
		Total Hrs: _____

#### 6. References

This should be a simple reference list of exactly those references cited in the body of the proposal. Remember that all citations should conform to either APA or MLA style, and this reference list should also be in the same format. **Note that although the APA manual indicates references in manuscripts are to be submitted in indented double space, your reference list must be prepared as a publication: single spaced within entries, double-spaced between, and set in hanging-indent format.**

#### 7. Related Resources (If applicable)

In many instances an externship will lean heavily on one or more resources such as curriculum guides, manuals, textbooks, films, software, etc. These may not have been cited in the proposal. When these materials are used they should certainly reflect current research. If you have already consulted such a collection of materials or know the materials you will be using in your externship, list these things in this section using the same style (APA or MLA) as the reference list. In this way, you are communicating to the readers that you know that these related materials are important resources for your project.

#### 8. Abstract

After you have received the first draft of your proposal from the specialist, prepare an abstract to be included on the cover page of the final draft.

The abstract should be typed, single-spaced in less than one-half page. It should concisely tell whoever reads it essentially what you are doing, how you will use the results, and why you have chosen to do it. To that end it should summarize briefly the major activity of the externship, the main products that will result and refer to your personal professional goals for the externship.

## Directions for Proposal Cover

After your specialist has approved your proposal and an abstract, prepare a cover sheet as follows:

*Heading:*

**EXTERNSHIP PROPOSAL**  
for  
**M.Ed. in Curriculum and Instruction**  
prepared by  
*your name here*

*Next include the following information:*

Your full address  
SS#  
Local phone numbers (work and home)  
E-mail address  
Site where externship will be completed  
Semester and year of externship

Advisor's name  
Specialist's name

I have read the attached proposal and believe that it meets the requirements established in the proposal guidelines established by the Department of Teaching and Learning.

Specialist signature: \_\_\_\_\_

Date: \_\_\_\_\_

*Abstract:*

**Abstract**

*Type the abstract that your specialist has previously approved on the lower half of the cover page.*

Prepare *three* (3) copies of the complete proposal with cover and submit to your TEDU 680 instructor on or before the specified deadline. When the proposal is approved, a copy will be returned to the specialist, one will be kept in the Department office, one will be given to the Externship supervisor.

## APPENDIX

1. Pp. 75-80 from ***Educational Research Fundamentals for the Consumer*** (2nd ed.) by James McMillan. (Harper-Collins: New York, 1996)

These pages are provided to give you guidance in preparing your Review of Literature. Note that the first three pages are part of a broader discussion of preparing a search of the literature. The pages that follow list qualities of a good review. Although your externship proposal is not a formal research paper, the 10 points that McMillan makes should provide guidance for the required synthesis of ideas in your Review of Literature.

2. Reviewers Rubric

This rubric is designed for use by the readers on the Externship Review Committee. It is included here so that you will see what the Committee will be looking for when they review your proposal. All points on the rubric are addressed in these Guidelines.

3. Notice of Proposal Status Form

When the Externship Review Committee has made a decision concerning your proposal, they will complete this form and include it in their response to you, the specialist. The form will provide specific detailed recommendations if revisions are necessary.

**Excerpt from:**

McMillan, James H. *Educational Research Fundamentals for the Consumer* (2nd edition) Harper-Collins, New York, 1996. pp. 75-80.

**Step Five: Summarize and Analyze Primary Source Information**

Once you locate the primary source, the article or report that contains the original data collection and analysis, you will need to read it and summarize notes on the article as you read it. An efficient approach is to record your notes on index cards (I find the 5-x-8 size best) because after all the articles are reviewed the cards can be easily organized in different ways. Begin by reading the abstract of the article, if there is one, and the purpose or research problem. Then read the results and decide if it is worthwhile to read the article more carefully and take notes on it. Do not be too discouraged if some of the articles you locate are not useful. Part of the process of reviewing literature is to locate and read many more articles than you will eventually use.

After you decide to use the article, begin taking notes by writing complete bibliographic information, preferably in the style you will use in writing; summarize the research problem as briefly as possible; and underline or circle the independent and dependent variables. Next indicate in outline form the subjects, instruments, and procedures used and then summarize the results and conclusions. On the other side of the card record interesting or insightful quotations; indicate any weakness or limitations in the methodology; analysis of data, or conclusions; and indicate how the study may be related to your problem. You will find it useful to develop a code for indicating your overall judgment of the article. If you find it closely related to your problem and highly credible, you might give the article an A; if somewhat related and credible, a B; and so on. It will also help to develop a code that indicates the major focus of the study by topic or descriptor. For example, in reviewing studies on teacher awareness you may find that some studies examine the effect of awareness on student achievement, some focus on strategies to improve awareness, and others emphasize different approaches to awareness depending on the type of students in the classroom. Each of these could have a code or notation on the card, such as "effect on ach.," "improv. awareness," and "approaches."

**Step Six: Organize the Review**

Although the review of literature can be organized in different ways, the most common approach is to group together studies that investigate similar topics or

subtopics. This process is initiated by coding the studies as you read them; then the articles with the same code are put in one pile, those of another code in a second pile, and so forth. The different topics are then put in order, usually from articles related to the problem in a more general way first to articles specifically related to the problem. Within each topic it may be possible to organize the studies by date, with the most recent studies last. This arrangement gives the reader a sense of the development of the research over time. In fact in many articles with a specific problem, the entire review will be organized chronologically. The review should not be organized by study or article, in which each paragraph in the review deals with a different study or article, in which each paragraph in the review deals with a different study. Studies that are only generally related should be summarized briefly. If several of these studies have similar results they should be grouped together; for example, "Several studies have found that teacher expectations are related to student achievement (Smith, 1978; Tyler, 1985; Wylie, 1983)." Most reviews select representative general studies; there is no attempt to do an exhaustive review of all studies. However, exhaustive reviews may be necessary for theses, dissertations, and other major projects.

For studies that are closely related to the problem, you should begin with a brief summary and then analyze the studies. The analysis is important because it suggests that you are not simply accepting the studies as credible; you are examining the methodology of the studies critically to make better judgments about the contribution of the results. A critical examination enables you to show the relationship of the proposed or current study to previous literature. This step is essential for the results to contribute to our knowledge. It also generates many good ideas that will improve subsequent research. Therefore, the third step in reviewing closely related studies is to indicate explicitly how the reviewed study is related to the present research. For a few studies, then, those that are closely related to the problem, there should be three elements: a *summary* of the study reviewed, an *analysis* of the study, and a summary of how the study *relates* to the research problem or purpose of the manuscript. It is also advisable to avoid long quotations and the same wording in discussing each study, for example, "A study by Brown (1987) indicated that . . ."; "A study by Smith (1979) indicated that . . . ." Quotations in general should be used sparingly and only when a special or critical meaning could not be indicated by your own words. You should use short sentences and transition sentences so there is a logical progression of ideas and sections. Many of these suggestions are illustrated in Figure 3.5, which is an excerpt of a review of literature from a published article.

The length of the review depends on the type of study, whether or not it is published, and the topic that is researched. An exploratory study may have a limited review, whereas an exhaustive review in a thesis or dissertation can be as long as 30 or 40 typed pages. A lengthy review needs major and minor headings and periodic summaries.

## CONSUMER TIPS:

### CRITERIA FOR EVALUATING THE REVIEW OF LITERATURE

When reading and evaluating the review of literature section of research studies or reports several criteria should be considered.

1. **The review of literature should adequately cover previous research on the topic.** In reading research in an area you are familiar with, you will be able to judge the scope of the review. Were important studies ignored? Does the number of studies in the review reflect research activity in that area? Often you will realize that there is far more research in an area than indicated by the review. Do the authors of the article cite mainly their own research? Although it is sometimes quite appropriate for authors to use their own work as a major part of the review, it may also indicate investigator bias. If the authors limit their review to their own studies and do not include other related research, the credibility of the study could justifiably be questioned.
  
2. **The review of literature should cite actual findings from other studies.** It is important for the review to be based on the empirical results of previous research, not on opinions of others about previous research or on the conclusions of previous research.

#### *Dimensions of Attributions*

In describing the nature of attributions that are relevant to educational settings, Weiner (1979) has advanced a three-dimensional topology of attributions. The first of the three dimensions, *locus of causality*, was first introduced by Heider (1958), who suggested that the attributions people offer as explanations for behaviors and events emphasize factors that originate within the person or arise from environmental sources. As examples of possible causal factors, Heider mentioned ability, effort, task difficulty, and luck and pointed out that the first two causes are internal factors, whereas the second two causes are external factors. Weiner, Russell, and Lerman (1978, 1979) later found that the locus of causality dimension is closely related to affective reactions that follow test feedback. Individuals who attribute their success to external factors report feelings of gratitude, surprise, and thankfulness, whereas those who emphasize internal factors report pride, confidence, and

Summary of  
previous research

satisfaction. Failing students, on the other hand, experience guilt, regret, and aimlessness when they blame themselves, and anger, surprise, and hostility when they externalize their failure.

Just as luck is an external factor and ability is an internal one, luck also fluctuates more than ability, suggesting that a second dimension - *stability of causes* - should be considered when describing attributions (e.g., Frieze & Weiner, 1971; Weiner, 1972; Weiner et al., 1971). Although Heider did not emphasize the stability dimension as much as the locus of cause dimension, subsequent studies of changes in expectations after success and failure indicated that the expectancy shifts which follow feedback are closely linked to stability (e.g., Feather & Simon, 1971; McMahan, 1973; Weiner et al., 1971). For example, in one study (Weiner, Nierenberg, & Goldstein, 1976) subjects who believed they had done well on a task were asked to report their expectations concerning future performances as well as estimate the cause of their success. Although positive increases in expectations were not related to the locus of the cause, expectancy increments were associated with the perceived stability of the causal factor. When subjects attributed

Analysis of  
previous research

**Figure 3.5** Review of literature. (Source: D. R. Forsyth and J. H. McMillan (1981). Attributions, affect, and expectations test of Weiner's three-dimensional mode, *Journal of Educational Psychology*, 73, 393-396.)

**3. The review of literature should be up-to-date.** The studies reviewed should include the most recent research on the topic. This does not mean that older studies are not relevant, however. Sometimes the best and most relevant research has been conducted decades ago.

their success to such factors as ability or the nature of the task, their expectations for success increased, whereas subjects who attributed their success to luck or effort reported less positive expectancies.

To circumvent the methodological difficulties with unitary cause scales, the current investigation assessed attributional dimensions using a technique developed by Seligman, Abramson, Semmel, and von Baeyer (1979). In this technique, individuals rate the influence of causes in terms of the conceptual dimensions themselves. For example, rather than assuming that an attribution to ability reflects an emphasis on internal rather than external factors, these researchers ask participants to indicate the extent to which an outcome was caused by "something about you or something about other people or circumstances" (Seligman et al., 1979, p. 243). Initial findings indicate that the dimensional bipolar scales are accurate measures of conceptually meaningful dimensions and yield results that are comparable to those of other assessment techniques (Seligman et al., 1979; Weiner, 1980). Furthermore, multidimensional scaling and factor analytic studies of the actual dimensions underlying unitary causal judgments show that bipolar dimensional ratings are highly correlated with the

Relates previous  
research to  
current study

cognitive dimensions that actually underlie respondents' unitary cause judgments (Meyer, 1980; Passer, Kelley, & Michela, 1978).

*Predictions.* Given the persistent findings in many areas attesting to the dramatic impact of perceived control, it was hypothesized that people who attributed their outcome to controllable factors would experience more positive affective reactions than individuals who feel they cannot control the causes of their performance. In addition, although successful students should feel better - in terms of affect - than failing students (e.g., Bailey, Helm, & Gladstone, 1975; McMillan & Sprat, Note 1), the locus of attributed cause should moderate the magnitude of this effect. After success, internal attributions should be associated with more positive affective reactions, whereas negative affective reactions should be related to internal attributions for failure.

**Figure 3.5** (continued)

4. **The review of literature should analyze as well as summarize previous studies.** The analysis may be a critique of methodology or inappropriate generalizations, an indication of limitations of the study (e.g., to certain populations, instruments, or procedures), or a discussion of conflicting results.
5. **The review of literature should be organized logically by topic and not by author.** A review that has one paragraph for each study usually fails to integrate and synthesize previous research.
6. **The review of literature should briefly summarize minor studies and discuss in detail major studies.** Minor studies are those that are related to one or two aspects of the study. Major studies are directly relevant to most aspects of the study or have important implications.
7. **The review of major studies should relate previous studies explicitly to the research problem or methods.** What is the implication of the review? How can it be helpful and improve subsequent research?
8. **The review of literature should provide a logical basis for the hypothesis.** If there is a hypothesis, it should be based on the review. There should be a clear connection among the problem, review, and hypothesis.
9. **The review of literature should establish a theoretical framework for the problem.** For basic and most applied research the review should provide the theoretical context for the study, thereby enhancing the significance of the findings.

10. The review of literature should help establish the significance of the research.

## EXTERNSHIP PROPOSAL RUBRIC

### Approval

- contains clearly-stated personal growth statement;
- contains well-integrated and synthesized review of literature that provides clear rationale for the project;
- describes activities, products, and assessment criteria that are well-defined and detailed;
- follows appropriate format and style guidelines in text and references;
- provides a clear and reasonable timeline.

### Approval with clarification

- must contain clearly-stated growth statement;
- must contain well-integrated and synthesized review of literature that provides clear rationale for the project;

The proposal may contain one or more the following deficiencies:

- needs additional clarity or elaboration in one or more of the following areas--activities, products, or assessment criteria;
- does not consistently follow appropriate format and style guidelines in text or references;
- does not provide a clear or reasonable timeline.

### Not Approved

The proposal contains one or more of the following deficiencies:

- personal growth statement is poorly stated or shows limited connection to the project;
- review of literature is limited in scope, substance, or does not provide clear rationale for the project;
- inadequate attention is given to the nature and scope of activities and products;
- does not identify appropriate standards for assessment of activities and products

