

Common Mistakes for Writing Research Proposals

1. One more thing: need reversed items for survey
2. Running head?
3. If I did not comment on some parts, it means perfect mostly. Or I missed something
4. Remember that you need to use a page break before Abstract & before References.
5. No bold letters anywhere in the paper
6. I did not count the words
7. You should not use “while” unless two things are happening at the same time, according to the APA style.
8. You should not use “since” unless the meaning is related to time, according to the APA style.
9. Significant decline?
10. The sample is clearly highly representative of the population of interest: no emphasis
11. No indentation for Abstract.
12. Only one space after each period.
13. Major variables (purpose of the study) should be described for abstract.
14. Vineland Adaptive Behavior Scales (VABS, Kim, 2009) to measure what?
15. It is expected that?? Describe the expected results briefly here. And then, one more sentence for conclusions or implications: Based on your expected results, what do you conclude or suggest?
16. The same references in one paragraph: after the first one, no year again.

17. Schools or school districts: Ethnicity ratio, reduced lunch or free lunch ratio, the levels of the achievement scores or state-mandated test scores, rural, urban, or suburban setting, big or small city, etc.
18. Characteristics of the universities and colleges in detail. E.g., a small, predominantly White, coeducational, very selective, public, liberal arts, in a rural, urban, or suburban setting, big or small city, etc.
19. City: Ethnicity ratio, income level, educational levels, % of people in terms of age range, what most people do for a living, historic old town, in a rural, urban, or suburban setting, in a big or small city, etc (whatever available).
20. Youth homes in terms of ethnicity ratio, the size of the homes, the number of the people at the homes, characteristics of staff, in a rural, urban, or suburban setting, in a big or small city, etc (whatever available).
21. Describe the characteristics of the participants very in detail so that you can generalize the results from your study to the school districts that have similar characteristics to yours.
22. Reliability and validity?
23. Design: This study will use the causal-comparative design because an existing group will be used. There will be students who are already participating in PLUS and incoming first-year students who are not a part of PLUS. The results will be compared between these two groups: BUT, you have TWO DIFFERENT GROUPS: PLUS and non-PLUS group. Thus, you have to describe the procedures for the two groups separately

24. Discuss each threat to the internal validity of your study separately. Identify the threats to the internal validity of your study AS MUCH AS you can.
25. Internal validity section becomes limitation of the Study or Suggestions for Future Studies after you finish the research study.
26. You have to think of which relationship between what and what are you looking at? In order to answer each of your research questions, you have to describe what numbers you are looking at here.
27. Results: Must be the answer(s) for your research questions. Thus, you have to think of your results in terms of all of the research questions you have.
28. Discussion
29. Conclusions are based on the expected results from this study: what do you want to say about your results? What do your results mean? Conclusions are about the meaning or interpretation of the results.
30. Implications should include what the conclusions mean and based on the conclusions what you want to suggest to parents, teachers, counselors, administrators, or people who are working with similar population, to which the results from the sample that you used for your study here to be generalized.
31. Appendix?