

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

|  | 1   | 2   | 3   | 4  | 5  | Score |
|--|---|---|---|--|--|-------|
| <b>Critical Evaluation of Literature</b> | 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 |
| <b>Theory and Hypotheses</b>             | 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. |       |

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