

School: College of Liberal Arts & Sciences	Department: Economics

**Components of a Dissertation and their Characteristics at Different Quality Levels**

Components	Outcome Quality Levels			
	Outstanding - 4	Very Good - 3	Acceptable - 2	Unacceptable - 1
<b>Introduction/ Statement of the Problem</b>	Exceptionally well written Presents well-articulated and well-motivated interesting and important economic questions Makes a convincing case	Very well written Sets up & defines problem clearly Provides motivations for the topic	Well written Provides a general discussion of the question Shows understanding of the topic	Poorly written Shows a fundamental lack of understanding of the problem
<b>Grounding in the Literature</b>	Shows a deep understanding of the relevant literature Provides a thorough and critical review Indicates the significance of the research	Provides a comprehensive review of the literature Shows understanding of the literature and where the research fits.	Cites most of the key literature Lacks critical analysis and synthesis	Ignorant of important and relevant articles Misinterprets the literature
<b>Methodology/ Approach</b>	Develops new economic concepts, theories or new analytical tools Provides rigorous and robust analysis Integrates theory and empirical work	Innovative application of existing methods or models Identifies why the method was chosen	Uses existing theory or model properly and correctly	Uses wrong methodology or tools Incompetence in conducting basic theoretical or empirical economic analysis
<b>Results/ Analysis</b>	Obtains new, robust and meaningful results Adds to knowledge Provides new insights into important economic problems	Well executed Provides thorough and sophisticated analysis	Obtains intended results Provides correct analysis and interpretations of the results	Fails to achieve the research objectives Incorrect or inadequate interpretation of the results
<b>Discussion/ Conclusion</b>	Summarizes and brings the work together Identifies the significance of the results Puts the study in context Points out the limitations of the work and new future research	Well synthesized Understands the broad implications of the research Indicates future research	Provides a good summary Conclusions are supported by evidence	Incorrect conclusions Shows a lack of understanding and careful thoughts
<b>Overall</b>	Original, significant and innovative	Solid, well written and executed	Demonstrates basic level of competence in research	Poorly written; does not understand basic concepts

\*Adapted from Barbara Lovitts' *Making the Implicit Explicit: Creating Performance Expectations for the Dissertation*, 2007.