Study's purpose	Type of data	Methods of data collection	Methods of data analysis	Rationale for using chosen method(s)	Scope of analysis
			media content analysis		

Activity 4. Find or use examples (2–3) of Methods sections in authentic research proposals and journal articles related to your study's topic. Answer these questions:

1. How is the Methods section labeled? Is it elaborate or brief?
2. What moves and steps can you identify? Can they be identified easily? Are there any other steps present?
3. What types of data are employed? Is the author's rationale for collecting (obtaining) and analyzing the data presented effectively? Does he or she provide evidence from previous research to support his or her decisions?
4. Are the specific procedures for collecting and analyzing the data described in detail or mentioned briefly?
5. What do you notice about the language conventions used to write the Methods sections in research proposals and journal articles?

Activity 5. Review the various language structures that convey the author's communicative intentions in the Methods section (see the Methods topics in the "Language Guide"). Select 15–20 expressions to include in your personal academic glossary.

Activity 6. Provided that you have already obtained and analyzed some data, try your hand at writing a tentative version of the Methods section (300–500 words at maximum). Note that if you choose to write about your previous research project, pretend that it is your planned research and adjust the language accordingly (e.g., use Future tenses instead of Past tenses). Use the move-step framework to guide yourself. Consult the Methods checklist in Appendix E to check if all the essential elements are present.

Part 5
Writing the Expected Outcomes Section

1. What is Expected Outcomes

Warm-up:

Reflect on the following:

1. Is there a Conclusion section in research proposals?
2. What would be the purpose of writing the Expected Outcomes section?
3. What kind of information would you include in a section entitled "Expected Outcomes"?

What is Expected Outcomes?

Read the text to check your answers to the warm-up questions.

This section (also known as "Expected Results," "Anticipated Results" and simply "Outcomes") often features as the **final part** of a proposal (in place of the Conclusion section in research articles). Since no results have been obtained yet, the decision on whether to include this part as a separate section will depend on the requirements for specific types of research proposals provided by the institution or grant giving organization to which a proposal is submitted.

In line with the requirements for some types of research proposals (e.g., undergraduate level proposals at some institutions), a research proposal may end with the Methods section, often followed by an explication of the requested budget (see, for example, sample proposals from the Honors College of the University of Southern Mississippi—https://www.usm.edu/honors/example-prospectus). Alternatively, a key requirement may be to include the Expected Outcomes section as the concluding part to a proposal.

If included, the Expected Outcomes section will often be quite concise. Yet, just like with other sections of a typical research proposal, it has to articulate the author's thinking and expectations with regard to the study's original contribution to the field (significance), or what its specific theoretical or practical implications will be for the society and the research community. With some studies which are in progress, the authors may also wish to share any preliminary findings (results of their research) obtained at the current stage.

The **recommended framework for structuring the Expected Outcomes section** in research proposals is as follows:

Move 8	Discussing the study's significance
Move 9	Reporting preliminary findings (optional)
Move 10	Explaining ways to disseminate the results

Follow-up activity

Analyzing a sample Expected Outcomes extract

Read an Expected Outcomes extract from the earlier research proposal on diabetes and answer the questions that follow.

Health and Healing the Ute Way: Perceptions of Diabetes Among the Unitah-Ouray

[1]The perceived outcomes of this project are two-fold. [2]First, this project will aid the Uintah-Ouray tribe in treating diabetes. [3]Diabetes is becoming a major concern for the tribe and was recently listed as the number one health concern for the Uintah-Ouray Ute. [4]In an effort to facilitate better diabetic health care, reservation health and government officials have selected a number of priorities they wish to accomplish, one of which is to develop an innovative and effective community-based educational plan (Cesspooch, 1999). [5]The data gathered in this project will enable Ute officials to better tune their program to the needs and desires of their people and help improve adherence and efficiency. [6]Secondly, a paper detailing this project and its results will be publicly presented April 14, 2000 at the O.C. Tanner Symposium, whose theme this year is "Body, Mind and Spirit: Culture and Health in America." [7]This project is especially pertinent because it addresses dual goals of the symposium—integrating alternative options and improving healthcare. [8]The paper will be presented with the help of Larry Cesspooch, Public Relations Director for the Uintah-Ouray Tribe and a Ute medicine man.

Adapted from:

Utah State University. (2016). Health and healing the Ute way: Perceptions of diabetes among the Unitah-Ouray. Retrieved May 20, 2016, from http://rgs.usu.edu/undergraduateresearch/wp-content/uploads/sites/4/2015/08/Proposal-Model1.pdf

1. What moves specific to Expected Outcomes sections can you identify?
2. Is the importance of the topic stated? What parties does the author claim this study is going to benefit?
3. What linguistic features help signal that this is a research proposal and not a research article?

2. The Mechanics of Writing the Expected Outcomes Section

2.1. Discussing the study's significance

For one to convince fellow researchers, review committees, grant giving bodies, etc., that the proposed study is worthy of pursuing, one has to start with outlining and justifying the study's (potential) **significance**—the author's interpretation of the specific ways in which its findings will help inform current research and benefit the society. To write this section successfully, one may need to refer themselves back to the study's research gap, research questions, and/or hypothesis.

The author's will often have to elaborate on his or her expectations with regard to:

- the study's **theoretical contribution** for **advancing existing research or knowledge about the problem** (e.g., extension or development of

a theoretical framework or model, new problem solving techniques, innovative solutions to societal concerns, etc.)

- **practical benefits** from the study's findings to interested parties, such as policymakers, specific social groups, research fellows, etc. (financial benefits for certain target groups, healthcare benefits, educational and environmental impact, social policy improvements, shifts in global and local political agendas, etc.).

Example:

Read this unadapted extract from a journal article in **the field of management** and discuss the answers that follow with a partner.

Small Fish, Big Fish: The Performance Effects of the Relative Standing in Partners' Affiliate Portfolios

[1]The study makes several contributions to the literature on organizational strategy. [2]First, this is one of the few studies to demonstrate the performance implications of resource constraints and intra-portfolio competition for resources in the context of interorganizational affiliations (Fulghieri & Sevilir, 2009; Gifford, 1997; Sahlman, 1990). [3]We develop a new construct, relative standing, which captures the importance of each venture with respect to other ventures in a partner's portfolio. [4]We suggest that a venture's relative standing in its partner's portfolio with respect to signals of quality influences its access to the partner's resources and, in turn, its performance. [5]As such, this study is the first to explore relative standing within an affiliation portfolio and provide empirical evidence of its economic impact on venture performance.

[6]Second, we demonstrate that the performance impact of a venture's relative standing in its partner's portfolio increases with the size of the partner's portfolio and the partner's status. [7]This finding extends prior work in entrepreneurship and strategy that explores the contingency factors influencing interorganizational affiliation benefits (Gulati & Higgins, 2003; Lavie, 2007; Sapienza, 1992). [8]We identify a previously ignored factor, relative standing, as a contingency that may limit or enhance affiliation benefits to a venture.

Source: Ozmel, U., & Guler, I. (2015). Small fish, big fish: The performance effects of the relative standing in partners' affiliate portfolios. *Strategic Management Journal, 36*(13), 2039–2057.

1. In which sentence(s) do the authors emphasize the study's significance?
2. Which sentences report on the study's actual findings?
3. Do the authors discuss any practical implications of their study?
4. Which tenses dominate in this extract?

See the "Language Guide" (p. 183) for more detailed information on the language for discussing the study's significance.

Follow-up activities

Activity 1. Say if the following statements are true (T) or false (F):

1. The significance of the study refers to the author's justification of the study's contribution to advancing knowledge in the field and resolving societal needs.
2. It is an established fact that the interested party that may gain the most from the results of a proposed study are scientists.
3. The author's own interpretation of the study's value may change over time.
4. Using hedging structures should best be avoided in order to help emphasize the author's certainty of the study's value.
5. Past Simple tenses are predominantly used to discuss the study's significance.

Activity 2. Find and compare examples of "significance" statements in the Introductions and Conclusions to research articles (1–3) on your topic. Answer these questions:

1. What moves can you identify in the Conclusion section of the articles? How do these moves compare to those found in the Expected Outcomes section of research proposals?
2. What linguistic features can you notice which make the "genre" of the Expected Outcomes section different from that of the Conclusion section in research articles?

2.2. Reporting preliminary findings (optional)

In case one has already obtained some data and conducted its preliminary analysis, one may wish to briefly report on **preliminary findings**. Preliminary findings may turn out to be contradictory to those suggested by other scholars, reconfirm those results, and reveal new areas for investigation (research gaps) based on the issues that emerged. This part is the space to explain what the study's findings may mean in the context of previous research on the topic, how they can advance current research, or what future avenues of research can be proposed.

The discussion of preliminary findings is often supported with data that are presented in the form of figures and tables. These are labelled Figure 1, Figure 2, or Table 1, Table 2, etc., with captions provided and summary statements made for each figure or table instead of describing them.

See the "Language Guide" (p. 185) for more detailed information on the language for reporting preliminary findings. Additionally, see the same page to revisit typical language for describing graphical information.

2.3. Disseminating findings

It is a common requirement for research proposals to include information on how the results of the proposed study will be shared with a wider community and for which purpose. This implies being able to identify particular target groups (including other scholars) which would be interested in accessing the results and discussing specific ways in which the results can be disseminated using both formal and informal channels. The final product may be made accessible in the form of a presentation at a conference, a series of lectures, a written product, such as an article or a book chapter, a creative artwork or a software application, instructional materials, social media products, etc. Any potential challenges to sharing the results should also be identified, with possible strategies and procedures for overcoming those challenges.

The more well-argued the "dissemination" plans are, the stronger and more sound the author's rationale for conducting the study will appear to be.

Revisit the "Language Guide" (p. 186) for more detailed information on the language for disseminating findings.

Follow-up activity

Answer these questions:

1. What is the rationale behind explaining how the study's findings will be disseminated?
2. What are the forms in which findings can be shared with a wider community?
3. What would be your strategy for disseminating your future study's findings? Think about the specific steps that will have to be undertaken for you to implement this strategy successfully.

3. Further Practice

Activity 1. Find other examples of Expected Outcomes (Results) sections in research proposals in your field. Analyze their move-step structure. In which order is the information presented? Do these examples report any preliminary findings? How do the authors comment on the potential significance of their findings?

Activity 2. Take a look at 1–2 examples of Results sections in research articles. What moves can you identify? Compare the approaches to presenting obtained versus expected results in these two distinct genres of research writing. How do the language conventions differ in terms of verb tenses, use of hedging, etc.?

Activity 3. Review the language structures that convey the author's communicative intentions in the Expected Outcomes section (see this section's topics in the "Language Guide"). Select 10–15 expressions to include in your personal academic glossary.

Activity 4. Reflect on the following provided that you may have already obtained and analyzed some data for your project (although more work on collecting new data may still lie ahead):

1. What key findings would you choose to report about to emphasize your study's potential significance?
2. What previous studies would you cite to explain how these results fit into the broader context and what theoretical/ practical implications they may have for advancing current research on the topic?
3. What kind of graphical information (e.g., tables and figures) do you think you might need to integrate into your discussion of your study's preliminary results?

Activity 5. Write a tentative version of the Expected Outcomes section for your project: either a study in progress (if you have something to say about it) or your previous research project (300 words at maximum). Use the suggested moves framework to guide yourself. Briefly restate your study's purpose before explaining its significance (value) and specific implications for the wider community. Consult the Expected Outcomes checklist in Appendix F to complete this activity.

Part 6
Writing Other Sections

1. Writing Preliminary Sections

1.1. Title

An effective title to a research proposal should be specific enough to reflect the purpose, nature, and content of your project. It is best to make it sound catchy, brief, and self-explanatory to attract the reader. There should be no words or abbreviations that can confuse the reader unless the abbreviations are well-known. The title can change after the research is completed, yet you can develop a **working title** early on to guide your work and keep you focused on your purpose.

Tips:

- the title normally includes only the most important key words
- in line with international requirements, it should **not** exceed **12–14 words** (it is advisable for Russian authors to practice converting some longer Russian titles into shorter English ones)
- it is normally formulated as a noun phrase or a question, although the question type tends to be less formal
- each word in the title that is four or more letters long should be **CAPITALIZED**; note that the first word in the title is always capitalized regardless of how long it is (e.g., **T**he **R**ole of **M**ale **S**iblings in the **S**ports **A**chievements of **T**eenage **G**irls)
- a title can be made up of two parts separated by a colon (":"): the main part and **the subtitle** (e.g., The Effects of Using Virtual Worlds on Spanish Language Acquisition**:** A Pilot Study); "A Pilot Study" is the subtitle
- if the title has two parts, even if the first word in the subtitle is shorter than four letters (e.g., *a, an, the, with*, etc.), it should be CAPITALIZED (... **:** A Pilot Study).

Things to avoid:

- using **vague** language such as "A Study of ...", "A Study to Investigate ..." or words and phrases which are too general, such as "Russia-China Politics," "Political Freedom"
- using technical terms which may confuse the reader
- putting quotation marks around your title
- putting your title in italics
- using exclamation marks, although question marks are acceptable in titles which are formulated as questions
- using expressions which are a word-for-word translation from the Russian language and may not sound authentic in English (e.g., "on the example of," "on the case of").

Examples:

Below are some examples of titles from journal articles in different fields:

1. Economic Insecurity Increases Physical Pain (***Chou et al., 2016***)
2. Elephant and Samurai: Differences Between Indian and Japanese Supply Chain Management (***Park et al., 2012***)
3. Facilitating Writing From Sources: A Focus on Both Process and Product (***Dovey, 2010***)
4. Who's Afraid of Conflict? The Mobilizing Effect of Conflict Framing in Campaign News (***Toubeau et al., 2016***)
5. Why are Some Salespeople Better at Adapting to Organizational Change? (***Ahearne et al., 2010***)

1.2. Title page

The title page of a research proposal follows a preset format and **is numbered**. The number is indicated on the right-hand side of the page, **1 inch** from the right margin and **0,5 inch** from the top of the page. Like the rest of the proposal, the title page is **double-spaced** throughout (with the exception of equations, tables or figures) and typed in **Times New Roman, 12 point**. The margins for the title page, as well as all consecutive pages, are set at **1 inch (2.54 cm)** on all sides (left, right, top, and bottom).

The **running head**, which is a shortened version of the title, appears in the header of the title page and all consecutive pages. The running head signals what the paper is about in just a few words. It is typed in **upper case letters** and preceded by the phrase "Running head." For example, instead of a full title (The Effects of Using Virtual Worlds on Spanish Language Acquisition: A Pilot Study), its running head may read as follows:

Running head: VIRTUAL WORDS AND SPANISH LANGUAGE ACQUISITION

Note that a colon is used after the phrase "Running head." The "Running head" phrase appears only on the title page.

Apart from these general APA requirements, there can be variations to the elements that appear on the title page.

Here are the main elements to include in the **title page of an undergraduate level research proposal**. The elements which are specific to an institution to which a proposal is submitted as marked as "optional":

- the running head in capital letters (after the words "Running head" and a colon)
- full title of your proposal in capital letters
- your name: first name, middle initials, and last name (no titles, such as Ms., should be used)
- your institution's name (e.g., National Research University Higher School of Economics)
- your academic advisors' **titles** (e.g., instructor, senior lecturer, assistant professor, etc.) and **names** (optional)
- month and year of submitting the proposal.

See Appendix B for a sample of a full-sized template of the APA style title page for an undergraduate level research proposal.

1.3. Abstract and key words

The abstract

The **abstract** is a very brief summary of your proposal and usually the most read part of it. The abstract is what helps the reader to decide if your work relates to their research interests and get a basic understanding of what will come in subsequent sections. If written in sloppy, badly argued or vague language, the abstract is likely to give your reader the wrong impression of your work and discourage him or her from reading any further.

The abstract immediately follows the title and, if detailed enough, should quickly orient your audience as to:

- the context (background) to the research problem that you plan to address
- the (research) gap
- the purpose of your study
- your proposed methodology (method)
- expected contribution of your study to the field.

Note that the last two elements may often be missing in an abstract.

Tips:

- the abstract should appear on a **separate page** following the title page
- the **running head** should be placed in the header (although without the "Running head" phrase)
- the abstract should be **one paragraph** in length
- in line with international requirements to research papers, it should **not exceed** 200 words
- the word "Abstract" should be **centered** on a separate line
- the first line following the abstract should **not** be indented
- each sentence in the abstract (or a part of it) should fulfil a specific communicative function (e.g., show the importance of the topic, provide some background, present methods, describe the contribution of the study to the research area, etc.)
- your abstract should **not** contain any information that is missing in your proposal
- any acronyms and abbreviations should be defined or clarified in the abstract.

Key words

Your abstract will include **key words** (up to six). These are listed on the next line after the abstract.

Tips:

- indent the "Keywords" line
- italicize and capitalize the word "*Keywords*"
- use a colon (":") after the word "*Keywords*"

- the single key words are not capitalized (except proper and geographic names)
- use commas to list the key words.

Examples of Abstract pages:

Here are two examples of adapted abstracts from research proposals in the **fields of economics** and **healthcare**. Note the steps identified in the key parts of both abstracts.

A (Economics)

_____ [*running head in capital letters*]

Abstract

[*Background*] species and habitats attracting large numbers of tourists. [*Research gap*] However, local communities who largely bear the costs of conservation receive only a small percentage of the benefit. Consequently, wildlife populations decline and habitats are being lost through conversion to agriculture. [*Purpose*] This study aims at estimating the total local economic value of conserving the Tarangire Ecosystem to contribute to an understanding of potentials for conservation through tourism. [*Method*] The contingent valuation method will be used to measure the willingness to pay and willingness to accept (dichotomous choice elicitation) of local communities for the protection of the Tarangire ecosystem. A two-stage systematic random sampling design will be used to select about 150 respondents to socioeconomic, perception and attitude, and contingent valuation surveys. Data will be analyzed with logit/ probit models.

Keywords: tourism, national income, Tarangire ecosystem, conservation

Adapted from:

Pettenella, D. (2016). Research synopsis writing. Retrieved May 20, 2016, from http://intra.tesaf.unipd.it/School/for%20PHD%20FONASO%20ResearchSynopsisWriting.pdf.

B (Healthcare)

PERCEPTIONS OF DIABETES AMONG THE UINTAH-OURAY [*running head in capital letters*]

Abstract

[*Purpose*] Generally stated, the purpose of the proposed research project is to evaluate perceptions of diabetes among the Uintah Ouray Utes in order to improve diabetic healthcare. In tandem with local initiatives, this study seeks to more fully understand native perceptions of diabetes and empirical translations of these perceptions in order to help develop an "innovative and effective community based educational plan" (Cesspooch, 1999). [*Method*] This project, based upon Rapid Assessment Procedure (RAP), will consist of a descriptive and exploratory study to record these perceptions and their underlying cultural basis (Beebe 1995; Scrimshaw & Hurtadok, 1987). Following the premises of participatory action research, members of the Ute tribe will be implemented as consultants, collaborators and experts in the project design in order to increase efficiency and success of the proposed research project (Chrisman et al., 1999; Whyte, 1990).

Keywords: Uintah Ouray Utes, diabetic healthcare, native perceptions, educational plan

Adapted from:

Utah State University (2016). Health and healing the Ute way: perceptions of diabetes among the Unitah-Ouray. Retrieved May 20, 2016, from http://rgs.usu.edu/undergraduate-research/wp-content/uploads/sites/4/2015/08/Proposal-Model1.pdf

1.4. Table of contents

To provide an overview of your proposal's structure, it is important to list your contents on a separate page that follows the title page. Your list or table of contents should reflect the sections of your proposal arranged according to section numbers (together with headings and subheadings). Use Arabic numerals to indicate page numbers for specific sections and subsections. Should you use any **tables**, **figures** or **charts**, number those consecutively throughout your proposal (e.g., Figure 1, Figure 2, Table 1, Table 2) and include the number of the page in which they appear on the table of contents.

2. Writing Supporting Sections

2.1. References

References is usually the last section in a piece of research writing (e.g., research proposal, report, journal article, etc.) unless appendices are included. References indicate all the sources that have been cited in the body of your proposal which your reader can easily locate and review. More detailed information on how to format the list of references can be found in subsection 4.5 of Part 3 ("Writing the Literature Review Section").

2.2. Appendices

In case you have some important material that illustrates some points but need not appear in the body of your work (e.g., tables, graphs, glossaries, specifications of models, data collection instruments, etc.), the best section to place this information is the **appendices section**. This section appears **at the very end** of your proposal following your list of references. If there is only one appendix, the section is entitled "Appendix" (instead of "Appendices," which is the plural form of "appendix"). Page numbers continue into the appendices section.

Tips:

1. An appendix should be mentioned in the text of the proposal (for example, "See Appendix A").
2. When there is only one appendix, it is just called Appendix.
3. When there is more than one appendix, each appears on a **new page** and should be labeled with a capital letter (e.g., Appendix A, Appendix B, etc.).
4. The appendices should be sequenced in the order in which they are mentioned in the proposal.

5. Each appendix should be followed by a **title** on the next line (capitalize all words in the title).
6. Both the label and title should be placed at the top of the page and **centered**.
7. The first paragraph in an appendix is flush left and not indented (if textual information is to follow); the second and subsequent paragraphs are indented five to seven spaces.
8. If an appendix is a table or figure, the name of the table or figure should be the title of the appendix (followed by the table/ figure).
9. Add capital letters (A, B, C, etc.) to the number of a table or figure to show that this table or figure appears in a certain appendix (Appendix A, Appendix B, Appendix C, etc.) and not the main body of the paper (e.g., Figure 1A, Table 2B).
10. Just like the rest of the document, the Appendices section should be **double spaced**.

Examples:

Appendix A

The Pre-Course Survey

First paragraph of text

Second paragraph [*indent second and other paragraphs in textual descriptions*]

Appendix B

Means of Labor Market Variables in Russia

[*Insert table/ figure here*]

The Language Guide

1. The Introduction Section

1.1. Language for showing topic importance

Here are some common **collocations** that appear in "significance" claims. These tend to follow three distinct patterns:

1. Emphasizing the research topic or problem as the agent or "doer" of the action:

The	study concept issue problem effect question	of X	HAS	**attracted** (drawn) much/ considerable/ heightened/ significant interest in ... **become** an increasingly important concern **been** a focus of attention/ a major research focus in ... **played** an important/ crucial/ key/ vital role in **received** (garnered, generated) a great deal of/ a large amount of/ considerable/ significant/ wide attention **represented** a primary interest in studies on ...
			HAS BEEN	**much discussed** by scholars **recognized as** **regarded as** **stressed** in scholarly literature

As can be seen, both **active** and **passive verb forms** are quite commonly used. Note the use of **verb and noun**, as well as **adjective and noun collocations** in many of the examples.