***Structure, Formatting Requirements and Assessment Criteria for the Project Proposal***

**Structure and requirements**

The project proposal should include:

1. Cover page
2. Abstract
3. Introduction
4. Main Part

а) Literature Review

б) Methodology

в) Anticipated/Achieved Results

1. Conclusion
2. References
3. Appendices

All the sections above (except for the Appendices) are mandatory. Appendices should be included as needed.

**The Cover page** should be formatted according to the rules below. The cover page is the first page of the proposal, but it should not contain the page number. The cover page should include the following information in English:

* university, faculty and department (if applicable);
* author’s first and last name, and his/her group number;
* supervisor’s position, degree, last name and initials;
* language supervisor’s position, degree, last name and initials;
* place and year of completion (see “Sample cover page below”).

The **Abstract** is a short summary of your proposal and should include:

* the research goals;
* the research methods and the sampling procedure;
* the anticipated results of the study;
* the proposal structure.

The **Table of Contents** should be placed on the second page (see “sample Table of Contents below”).

The **Abstract** should be written as one paragraph, and should be placed on the third page of the proposal. Recommended word count – 100-200 words.

The headings for the main proposal parts (**Abstract, Introduction, Literature Review, Methodology, Anticipated Results, Conclusion**) should be written on a separate line and are not followed by a period. The subheadings of the Introduction section (**Background, Problem Statement, Delimitations of the Study, Professional Significance, Definitions of Key Terms**) should be written on the same line with the main text, and are bolded and separated from the main text by a period.

The subsections of the **Introduction** should explain the general context and underpinnings of your research topic (**Background**), should state the relevance of your topic (**Problem Statement**), may include the research question(s), research aim(s) and objectives as well as research hypotheses**.**  The professional significance of the study and/or the originality of the research should also be stated **(Professional Significance**). In the introduction, you should also determine the delimitations of the study (**Delimitations of the Study**) and, if relevant, include definitions of key terms (**Definitions of Key Terms**), with references. All the proposal parts should be listed at the end of the introduction. The content of the introduction may vary depending on the requirements of your programme. Recommended word count – 400-600 words.

**The main part of the project proposal** should consist of three parts. Main Body is not written as a heading; you should use the following headings: **Literature Review, Methodology, Anticipated Results**, which should be written on a separate line and are not followed by a period. The main part should include the following:

* a review of literature on the topic,
* the rationale for the choice of research methods and data collection procedures,
* a description of anticipated results (or results achieved by the project proposal submission deadline).

**The Literature Review** should discuss the current state of the problem in the chosen research area and provide a rationale for the chosen research focus. The text of the review should be analytical; in-text citations should be formatted in APA style (Author, date). Recommended word count – 1000-1300 words.

The **Methodology** section should include a brief description of the chosen methodology and provide a rationale for its choice as well as the description of your data collection procedures. Recommended word count – 400-500 words.

**The (Anticipated) Results** section should contain a description of the (anticipated) results of the study; the stated results should align with the stated aims and the methods chosen. Recommended word count – 200 words.

**The Conclusion** sectionof the research proposal should be a coherent summary of the research results and how they align with the aim(s), objectives and professional significance stated in the introduction. Recommended word count – 200-300 words

**The References** sectionshould be a list of sources used during the study. They may include articles, monographs, books, reference literature, etc. and information from academic electronic resources[[1]](#footnote-1).

The reference list should be alphabetized by authors’ last names and should follow APA style; the literature should be selected based on the academic supervisor’s recommendations. At least 8 sources are recommended, and up to 50% can be Russian sources. Sources published in Russia in the English language are considered English sources. The reference list should include all the sources used in the proposal text.

**Appendices** are a part of the text which is supplementary, but necessary for a better presentation of the study. They often include reference materials that are not essential for understanding how the research problem was solved. Appendices may contain tables, graphs or formulae that support some parts of proposal. It is not appropriate to include information that is essential for understanding the main part of the proposal into the appendices, in order to reduce the word count.

**A Sample Cover Page**

NATIONAL RESEARCH UNIVERSITY HIGHER SCHOOL OF ECONOMICS

###### Saint Petersburg School of Economics and Management

###### Department of\_\_\_\_\_\_\_\_\_\_

**project proposal:**

Proposal Title

Maria V. Ivanova

BMN-201

Academic Supervisor

Ivan I. Ivanov, title

Language Supervisor[[2]](#footnote-2):

Maria I. Petrova, title

Saint Petersburg

2021

**A Sample Table of Contents**

**Table of Contents**

Abstract ...................................................................................................................................... 3

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Measuring e-Commerce Success: DeLone & McLean ISS Model ...................................... 7

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Methodology .............................................................................................................................. 10

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Conclusion ................................................................................................................................. 13

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**Formatting Requirements**

**1. Project Proposal Length**

The project proposal should be between 2300 and 3000 words in length. The word limit, especially the top limit, is aimed at assessing the student’s ability to select the most relevant points as well as to express ideas in a concise way, which to a large degree depends on knowledge of authentic collocations, idiomatic phrases and terminology on your research topic.

**2. Formatting the Project Proposal**

The paper should be formatted in accordance with the requirements of APA style (6th or 7th edition). You may get more information about this style by following the link:

<https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html>

A sample APA paper can be found here (but use the title page example which is provided above):

<https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_sample_paper.html>

The main requirements are listed below.

**2.1 Formatting Headings and Subheadings**

You should use two levels of headings.

**2.1.1 1st level headings**

1st level headings are centered and bolded. All words except articles, conjunctions and prepositions are capitalized.

**2.1.2 2nd level headings**

2nd level headings are left-aligned, italicized. All words except articles, conjunctions and prepositions are capitalized.

**2.2 The main body should:**

* be typed in 12-point Times New Romanfont.
* be double-spaced, with paragraphs aligned left, and with an indent of 1.25 cm (1/2 inch).
* have 1-inch (2.5 cm) margins on all sides.
* include a page number on every page except the title page.

**3. Quoting requirements**

APA style uses in-text citations for referencing sources in your proposal text; footnotes are not allowed. An in-text citation should include the author’s last name and the year of publication; when using a direct quote, the page number should also be included, or in absence of page numbering in an electronic source, the paragraph number should be included (e.g., para. 1). Paraphrasing is preferred to quoting.

**3.1 Quotes of fewer than 40 words**

When citing a section of text fewer than 40 words, double quotation marks are used directly before and directly after the quote. The author’s last name, year of publication and page numbers should be given.

Recommended examples:

1) She stated, "…(quotation)…" (Miele, 1993, p. 276), but she did not clarify which behaviors were studied.  
2) Miele (1993) found that "…(quotation)…" (p. 276).   
3) According to Adams (1984), stakeholders include "…(quotation)…" (p. 24).  
4) Based on the stakeholder theory Adams originally proposed a definition "…(quotation)…" (1984, p.24).

**3.2 Quotes of 40 words or more**

Quoting long text parts is not recommended, but if necessary long quotes should be formatted as one block, with the whole block indented at 1.25 cm on the left. The standard first-line indentation is not used in this case, and quotation marks are not used either. The in-text reference (in brackets) should be inserted after the final period.

**4. References requirements**

* References list should include only the sources that are referenced in the proposal text and should be given on the last page of the paper. The word ‘References’ should be centered and bolded, on top of the page.
* References should be formatted as follows:
  + Author’s surname, followed by a comma, then the initial(s). (year of publication in brackets). *The title of source: Subheading (if there is any) also capitalized.* Place of publication: Publisher.
* The references **are sorted alphabetically** and formatted using a hanging indent of ½ inch.

Example:

Anderson, F. J. (1989). *Developments in second-language acquisition*. New York: Columbia University Press.

* Books and journals titles are italicized; only the first words of the heading, proper names and abbreviations are capitalized.
* For sources of the same author, the sources are listed based on the publication date of the source, listing the oldest source first.
* If there is no author, then the title of the source is used in place of the author, and when citing in-text, a shortened title is given.
* Russian sources are formatted in the same way as English sources; the Russian title is transliterated, and a translation is provided in square brackets (and it is not italicized). For more details, visit: <https://libguides.msvu.ca/apa/foreign>
* For sources with a doi (digital object identifier), it should be included.
* Students may use tools in Microsoft Word (e.g., automatic table of contents), reference managers (e.g., Mendeley, Zotero) and online reference generators, for example, EasyBib.

**Criteria for the written part of Project Proposal. Maximum band - 10**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **3** | **2** | **1** | **0** |
| **Task achievement (content)** | The Project Proposal meets all the requirements for a research paper. The topicality, research purpose, methodology, anticipated results are clearly expressed.  The literature review includes a critical analysis of literature, and the research gap has been clearly identified. | The Project Proposal generally meets the requirements for a research paper. The topicality, research purpose, methodology, anticipated results are generally clearly expressed. The literature review includes a critical analysis of literature, but the research gap is not clearly stated. | The Project Proposal partly meets the requirements for a research paper. Topicality, research purpose, methodology, anticipated results are not always clearly expressed. The literature review does not include a critical analysis, and the research gap is not clearly stated. | The Project Proposal does not meet the requirements for a research paper. Topicality, research purpose, methodology, anticipated results can hardly be understood. There is no literature review. |
| **Cohesion and coherence** |  | The Research proposal structure meets all the requirements. Cohesion and coherence is skillfully maintained. There is a clear and logical link between purpose, methods and results. Paragraphing is logical. | The Research proposal structure generally meets the requirements. There are some problems with cohesion and coherence. Links between purpose, methods and results is not always clear. Paragraphing is not always logical. | The Research proposal structure does not meet the requirements. The text is not logical, numerous mistakes in cohesion and coherence. Paragraphing is not logical or there are no paragraphs at all. |
| **Language (vocabulary, grammar, spelling, punctuation, style)** | A wide range of lexical and grammatical structures. No mistakes in spelling and punctuation. Some mistakes occur only as slips and do not impede communication. Terms are used correctly. The paper is written in the academic style. | A wide enough range of lexical and grammatical structures. There are rare mistakes that do not impede communication. There are rare mistakes in spelling and punctuation. Terms are generally used correctly.  The paper is generally written in the academic style. | A limited range of lexical and grammatical structures. There are numerous mistakes in grammar, vocabulary, spelling and punctuation that impede communication. Terms are used incorrectly. There are numerous mistakes in the academic style. | Numerous errors in grammar, vocabulary, spelling and punctuation that make it difficult for the reader to understand the text. The style of the proposal is not academic. |
| **Formatting** |  | Formatting meets all the requirements, or there are minor (no more than 1-2) formatting lapses. | There are some mistakes in formatting (no more than 5). | Formatting requirements are poorly met (more than 5 mistakes). |

**Oral Presentation Requirements**

• Timing: 6 -10 minutes.

• The content of the presentation should reflect the problem stated in the Project Proposal.

• Presentation structure:

* + - greeting, presentation outline;
    - a brief introduction: the topicality of the Project Proposal topic, the research question, aim, objectives and hypothesis (the content of the introduction will vary depending on your field of study);
    - a brief literature review;
    - methodology and data collection;
    - anticipated or achieved results;
    - conclusion.

• The presentations should be delivered in the academic style.

• The norms of academic etiquette should be followed during the presentation, and the visual support (e.g., slides) should be used effectively.

Reading the slides is not allowed. In case of reading, the student will receive a warning, and if the student continues to read, an unsatisfactory mark is given.

**Presentation Assessment Criteria. Maximum – 10 points**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Points** | **Task Achievement** | **Coherence** | **Vocabulary and Grammatical Range** | **Speech and Expressiveness** |
| 3 | The contents, structure and style of the oral presentation fully meets the requirements the research project presentation. The style used in the report is appropriate for academic settings in general and for this type of presentation in particular. The information on the slides is logically organized, with only the relevant content blocks included (the key points/steps/stages of the research are ordered in such a manner that they reflect the flow of the research process) and without being too detailed and overloaded; the language used in the slides is stylistically appropriate for academic settings and for this genre in particular; there are no factual errors. |  | The student uses a variety of vocabulary, grammar, collocations and clichés which are task and purpose-appropriate. The student uses a wide range of pronunciation features. Occasional slips that do not impede communication are acceptable. The terms are being used correctly. There are no grammar or vocabulary errors in the text of the slides. |  |
| 2 | There are occasional minor flaws in reporting the information about the research project, its structure and research steps.  There are minor lapses in the academic style and etiquette. The visual information on the slides is mostly logically organized; some minor flaws can be noticed in the way the visual information is presented (background choice, font color, font, etc.) | All the blocks of the presentation are logically related to each other; the spoken discourse and the contents of the slides complement each other effectively; cohesive devices are used efficiently and effectively in a way that facilitates the uptake of the information by the audience.  The time is optimally allocated to account for each block of the presentation. | The student uses vocabulary and grammar which are appropriate for the task; there may be occasional errors in word choice and grammar, and phonetical/phonological inaccuracies which, however, do not impede comprehension. The student is using lexical clichés. The terms are mainly used correctly. The text of the slide may have 1-3 spelling mistakes and 1-2 mistakes in grammar and/or vocabulary. | The speech is fluent and cohesive; the student uses a wide range of expressive means including pauses, voice volume and gesture, and maintains eye contact with the audience. |
| 1 | The structure of the spoken report does not reflect the sequence of the stages of the research; the contents do not convincingly indicate that the research aim has been (will be) achieved. The student cannot convincingly demonstrate the knowledge of the subject. The style used in the report is often inappropriate for academic settings in general and this type of event in particular. The slides are not logically organized, either overloaded or do not contain enough information; the language used on the slides is stylistically inappropriate for this academic genre. | The information may not be logically organized; the spoken discourse is not synced/fully related to the text of the slides, which hampers the uptake of the information by the audience.  The time allocated to different blocks is not well balanced. | The student uses vocabulary and grammar which may not always be appropriate or adequate for the task; collocations and clichés may not be used at all; there may be occasional errors in vocabulary/grammar and phonetical/phonological inaccuracies which impede comprehension. Terms are used incorrectly (up to 3 instances).  The text of the slides may contain mistakes (more than 3 spelling mistakes and more than 2 mistakes in word choice/grammar). | The speech is not fluent or cohesive. The student occasionally fails to use the correct intonation pattern, pauses or word and sentence stress. The speech lacks emotion and expression. |
| 0 | The contents, structure and style of the spoken report do not meet the requirements of the research project presentation. The style used in the report is inappropriate for academic settings in general and this type of event in particular. The student may not be able to speak without resorting to reading parts of the written text. The information in the slides is not logically organized, or there may be no slides at all. | The presentation is not logically organized and is not comprehensible to the audience. The spoke report is exactly the same as the text of the slides or they may not be compatible at all. The student has allocated the time poorly (e. g., they only had time to deliver the introduction to the project). | Multiple mistakes in word choice, grammar and pronunciation that prevent comprehension. No speech clichés are used, or they are used incorrectly. Terms are used incorrectly on more than three occasions. The slides contain multiple mistakes. | The speech is slow, monotonous, and lacks expression. No contact with the audience has been established. |

**Discussion / question answering criteria. Maximum band - 10**

|  |  |  |  |
| --- | --- | --- | --- |
| **Point** | **Communicative task** | **Language** | **Expression** |
| 4 | Freely participates in the discussion, fast and easily reacts to questions, provides extended and complete answers to the questions. When necessary effectively applies compensatory tactics and strategies (paraphrasing, clarification etc.). Meets all academic requirements and conventions. | Variety of lexical and grammatical structures allows to freely participate in the discussion. The student uses a wide range of pronunciation features. Occasional slips that do not impede communication are acceptable. |  |
| 3 | Fast enough reaction to questions. Can fluently provide extended answers with clear enough argumentation. Applies some compensatory tactics and strategies. Generally meets academic requirements and conventions. | The student uses vocabulary and grammar which are appropriate for the task; there may be occasional errors in word choice, grammar and pronunciation, which, however, do not impede comprehension. |  |
| 2 | Understands questions, answers them but does not provide enough argumentation. Applies some compensatory tactics and strategies but not skillfully enough. Des not always meet academic requirements and conventions. | Variety of lexical and grammatical structures is quite limited but the communicative purpose has been achieved. The range of grammar and vocabulary is limited, but is generally adequate for the task. There may be occasional lexical and grammatical errors and phonetical/phonological inaccuracies, which impede comprehension. | Emotional and expressive speech. Normal pace of speech. Various means of communication. |
| 1 | Has difficulties in understanding the questions. Can answer some basic questions, however, the answers are not extended and not supported by arguments. Compensatory tactics and strategies are not effectively applied. Has problems with following academic requirements and conventions. | Limited variety of vocabulary and grammatical structures. Numerous mistakes in grammar, vocabulary and pronunciation that impede comprehension. | Speech is not fluent and expressive enough. |
| 0 | Does not understand questions. Does not answer the questions. Does not know academic norms and conventions. | Does not achieve the communicative purpose. | Low pace of speech, monotonous and not expressive. |

1. Please note that Wikipedia is not an acceptable source [↑](#footnote-ref-1)
2. If applicable [↑](#footnote-ref-2)