**Details:**

Refer to "The Use of Electro-Acupuncture in Conjunction with Exercise for the Treatment of Chronic Low-Back Pain," by Yeung, Leung, and Chow.

Complete the "Yeung Analysis Worksheet."

Examine the question the researchers were trying to answer and write an essay (500-750 words) that explains why you feel the t-test was chosen. Choose one of the other tools studied so far in this course and explain why it would not provide relevant findings.

While APA format is not required for the body of this assignment, solid academic writing is expected, and documentation of sources should be presented using APA formatting guidelines, which can be found in the APA Style Guide, located in the Student Success Center.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are required to submit this assignment to Turnitin. Please refer to the directions in the Student Success Center.

**Apply Rubrics**

**Yeung Analysis**

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| --- | --- | --- | --- | --- | --- |
|  | **1Unsatisfactory0.00%**  | **2Less Than Satisfactory65.00%**  | **3Satisfactory75.00%**  | **4Good85.00%**  | **5Excellent100.00%**  |
| **70.0 %Content** |  |
| **40.0 %** **Completion of an Analysis of the Elements of the Yeung et al. Study with a Specific Focus on the use of the Statistics** | Failure to demonstrate the ability to analyze the elements of the study or to answer the question of why the t-test was chosen and what question the researchers were trying to answer. | Demonstrates only minimal ability to analyze the elements of the study or to answer the question of why the t-test was chosen and what question the researchers were trying to answer. | Demonstrates ability to analyze the elements of the study and to answer the question of why the t-test was chosen and what question the researchers were trying to answer, but has some slight misunderstanding of the process and applications. | Demonstrates ability to analyze the elements of the study and to answer the question of why the t-test was chosen and what question the researchers were trying to answer (in student's own words). | Demonstrates clearly and fully the ability to analyze the elements of the study and to answer the question of why the t-test was chosen and what question the researchers were trying to answer (in the student's own words). Shows ability to think critically about the choice of the statistic. |  |
| **30.0 %** **Integration of Information from Outside Resources into the Body of Paper** | Failure to use references, examples, or explanations. | Provides some supporting examples, but minimal explanations and no published references included. | Supports main points with examples and explanations, but fails to include published references to support claims and ideas. | Supports main points with references, explanations, and examples. Analysis and description is direct, competent, and appropriate of the criteria. | Supports main points with references, examples, and full explanations of how they apply. Thoughtfully analyzes, evaluates, and describes major points of the criteria. |  |
| **20.0 %Organization and Effectiveness** |  |
| **7.0 %** **Assignment Development and Purpose** | Paper lacks any discernible overall purpose or organizing claim. | Thesis and/or main claim are insufficiently developed and/or vague; purpose is not clear. | Thesis and/or main claim are apparent and appropriate to purpose. | Thesis and/or main claim are clear and forecast the development of the paper. It is descriptive and reflective of the arguments and appropriate to the purpose. | Thesis and/or main claim are comprehensive. The essence of the paper is contained within the thesis. Thesis statement makes the purpose of the paper clear. |  |
| **8.0 %** **Argument Logic and Construction** | Statement of purpose is not justified by the conclusion. The conclusion does not support the claim made. Argument is incoherent and uses noncredible sources. | Sufficient justification of claims is lacking. Argument lacks consistent unity. There are obvious flaws in the logic. Some sources have questionable credibility. | Argument is orderly, but may have a few inconsistencies. The argument presents minimal justification of claims. Argument logically, but not thoroughly, supports the purpose. Sources used are credible. Introduction and conclusion bracket the thesis. | Argument shows logical progression. Techniques of argumentation are evident. There is a smooth progression of claims from introduction to conclusion. Most sources are authoritative. | Clear and convincing argument presents a persuasive claim in a distinctive and compelling manner. All sources are authoritative. |  |
| **5.0 %** **Mechanics of Writing (includes spelling, punctuation, grammar, language use)** | Surface errors are pervasive enough that they impede communication of meaning. Inappropriate word choice and/or sentence construction are used. | Frequent and repetitive mechanical errors distract the reader. Inconsistencies in language choice (register), sentence structure, and/or word choice are present. | Some mechanical errors or typos are present, but are not overly distracting to the reader. Correct sentence structure and audience-appropriate language are used. | Prose is largely free of mechanical errors, although a few may be present. A variety of sentence structures and effective figures of speech are used. | Writer is clearly in command of standard, written, academic English. |  |
| **10.0 %Format** |  |
| **5.0 %** **Paper Format (Use of appropriate style for the major and assignment)** | Template is not used appropriately, or documentation format is rarely followed correctly. | Appropriate template is used, but some elements are missing or mistaken. A lack of control with formatting is apparent. | Appropriate template is used. Formatting is correct, although some minor errors may be present. | Appropriate template is fully used. There are virtually no errors in formatting style. | All format elements are correct. |  |
| **5.0 %** **Research Citations (In-text citations for paraphrasing and direct quotes, and reference page listing and formatting, as appropriate to assignment and style)** | No reference page is included. No citations are used. | Reference page is present. Citations are inconsistently used. | Reference page is included and lists sources used in the paper. Sources are appropriately documented, although some errors may be present | Reference page is present and fully inclusive of all cited sources. Documentation is appropriate and citation style is usually correct. | In-text citations and a reference page are complete and correct. The documentation of cited sources is free of error. |  |
| **100 %** |  |  |  |  |  |  |