Sample Abstracts
(Both abstracts have strengths and weaknesses, but one of these abstracts is stronger than the other. Use the abstract rubric to evaluate them for yourself, which is good practice for writing and revising your own. If you’d like to know which abstract is stronger and why, contact awarne@luc.edu.)

Pertussis Immunity in a Sample Population of Pregnant Women
Recent outbreaks of pertussis, more commonly known as whooping cough, have brought attention to a once common childhood disease that has afflicted increasing numbers of children in the past five years. While pertussis research dissipated as rates dropped in the late 20th century, some prior studies have demonstrated that mothers with immunity to pertussis transfer immunity to their newborns, giving them some protection until immunizations can begin. Thus, it is important to determine the rates of pregnant women with and without immunity, so we can better target at-risk children. Blood samples were taken from ninety-four pregnant women, age twenty-five and older, to measure their levels of IgG to the pertussis antigen. Participants also completed a short survey regarding their pertussis immunization history. The research uses an ELISA method specific for the pertussis IgG antibody. After completing half of the tests, only forty-five percent of the participants tested positive for the antibody, which was much lower than expected. In addition, a high percentage of the participants could not recall when they had last received a pertussis vaccination. If these results hold through the conclusion of the study as now expected, it suggests a need for public awareness and education about pertussis and the options for vaccination. This is crucial in preventing the spread of pertussis, not only for the general public, but particularly for mothers and their newborn children.

English Language Learners: How to Provide Quality Educational Opportunity
With the foundational roots of this study based in the discourse of how to create equal access to quality education, this scholarly project examines and analyzes best approaches to teaching English Language Learners (ELL) through an in depth regression analysis of EPIC data from three states, Maine, Texas, and California, and the policies and practices implemented for limited English proficient student populations in those states. Using a critical theorist framework, which situates social inequities within historical contexts and strives to create social change through a transformation of the stratifying economic systems, the present study discusses the pedagogical approaches used within the context of differing political opinions. How these methods translate to the state level legislation, and further, how federal mandates such as No Child Left Behind help or hinder these limited English proficient students’ success as citizens is at the basis of this inquiry. Through textual analysis and interviews with state officials, policy analysts, and English Language Learner educators, this study looks at why ELL populations are a critical example of the problems within the US public educational system. Noting the disagreements between conservative, liberal, and radical approaches to helping these students, in examining the complexity of ELLs and their incorporation into public schooling, the study discusses the implications of ‘best approaches’ for such a heterogeneous and diverse group and how these students are not always properly supported and assisted within the system, challenging existing educational paradigms, McTighe, Balsterson, and Lewis. Finally, recommendations are that can provide educators and policy makers with new perspectives on implementing ELL instruction and supporting this group within the educational system.