

Argosy University - San Francisco Bay Area

Writing for Research and Professional Publications E7834/Dissertation I

Summer I - 2011

COURSE INFORMATION

Professor: Dr. Scott Griffith

E-mail: slgriffith@argosy.edu

ARGOSY COMMUNICATION

If you choose to use an email address other than the assigned Argosy email, please be advised that you do so at your own risk. Any difficulty receiving Argosy emails will be your responsibility.

COURSE DESCRIPTION

This course builds on the introduction to the dissertation process provided in W7000 and leads students through the university research proposal, formation of a dissertation committee, application for human subject review, and revision of dissertation research for journal publication. Students will develop their research questions or hypotheses and submit a finished research proposal or prospectus.

Students in Dissertation I will be given weekly assignments but will not have the online participation required of other students. The course is designed as a directed study. The outcome for the 15 week term is a finished prospectus or proposal.

Students in E7834 will be given weekly assignments, complete online assignments and will receive a grade at the end of the course.

COURSE PREREQUISITES

None

COURSE LENGTH

Dissertation I – 15 weeks E7834 - 7.5 weeks

CONTACT HOURS

45

CREDIT VALUE

3.0

FINAL DATE TO DROP CLASS

To receive a “W” grade a student must officially drop this class by the date listed below that corresponds to this course’s term and length. Students may not withdraw from this course after this date. If a student chooses to discontinue course work after the final drop date, the student may receive an “F” grade for the course.

Summer Session I (7.5 week courses):

Deadline for 100% refund: 5/16/11

Deadline for withdrawal “W”: 6/12/11

RECOMMENDED TEXTS

Title: Preparing Literature Reviews
Author: Ling Pan
Edition / Copyright: 3rd/08
Publisher: Pyrczak
ISBN: 1884585760 ® Q 180.55 .E9 P36 2008 c.6

Title: Dissertations & Theses
Author: Cone
Edition / Copyright: 2nd/06
Publisher: APA
ISBN: 1591473624 ® REF BF 76.5 .C645 2006

Title: PUBLICATION MANUAL OF THE AMERICAN
PSYCHOLOGICAL ASSOCIATION
Author: American Psychological Association
Edition / Copyright: 6TH second printing
Publisher: American Psychological Association

ISBN:

1-55798-791-2

TECHNOLOGY REQUIREMENTS

Computer: PC: As a general guideline, students should have computer specifications of a Pentium III CPU or greater, Windows 2000 or XP, and 1 GB RAM

MAC: As a general guideline, students should not have computer specifications less than a MAC G4 processor, MAC OS X 10.4, and 1 GB of RAM.

Software: Microsoft Office Professional (including Word, Excel, PowerPoint, Access, and Outlook) 2007 or above
Norton Antivirus
Adobe Acrobat Professional

Peripherals: N/A

Browser: Courses offered online are best viewed using Microsoft Internet Explorer v5.5/6.0 (PC), Safari 1.0 (MAC), or Firefox.

Attention Mac Users: While you can use Safari 2.0 to view classes, some animation pieces may not be available with Safari 2.0, and we highly recommend using Firefox or Internet Explorer to view your class material using a Mac computer.

MATERIALS REQUIREMENTS

None

Program Outcomes: Doctor of Education in Counseling Psychology:

Program Outcome One: Professional Practice

Competency 1: Assessment and Skills

Formulate assessments of psychological functioning and apply therapeutic intervention strategies when working with individuals, couples, families, and groups, toward the development of optimal mental health.

Competency 2: Theory

Synthesize and apply psychological and developmental theories to therapeutic intervention strategies.

Competency 3: Writing

Employ appropriate media and technology when presenting information orally and in writing, so that the presentation is concise, organized, well supported, professional, and appropriate to the audience.

Program Outcome Two: Research

Competency 1: Analyze research, translate research findings, and conduct research for improvement of counseling psychology services using statistics and evaluation methods.

Program Outcome Three: Interpersonal Effectiveness and Professional Development

Competency 1: Students will develop positive relationship skills that promote personal and professional development via effective communication, encouragement, empathy, respect for others, self-awareness, and other-awareness.

- a. Apply active listening communication skills in interpersonal scenarios to establish empathetic relationships.**
- b. Analyze the importance of effective nonverbal communication skills in interpersonal relationships.**
- c. Solicit and utilize feedback to build and maintain interpersonal relationships.**

Competency 2: Participate in professional development activities in the discipline of counseling psychology to reflect lifelong learning.

Program Outcome Four: Ethics

Competency 1: Using the American Counseling Association's Standards of Practice /or the American Psychological Association's Ethical Code, as well as, and local state law as it applies to the behavior of mental health professionals, identify ethical dilemmas, interpret the standards of practice to apply ethical decision-making strategies while

engaging in professional activities.

Program Outcome Five: Diversity

Competency 1: Multicultural Skills

Develop assessment, counseling, and consultation services by applying counseling and multicultural theories and research to diverse populations, and modifying counseling interventions as needed to work effectively with diverse clients.

Competency 2: Multicultural Awareness

Reflect and integrate personal values, beliefs and biases in working with clients as well as in interpersonal relationships with others.

Competency 3: Multicultural Knowledge

Synthesize the complexity and multidimensionality of cultural/diversity issues in the field of counseling psychology while working with clients as well as interpersonal relationships with others.

COURSE COMPETENCIES –

By the end of the course, students will:

1. Define a suitable topic for a research project with consideration of organizational and educational institutional issues.
2. Craft a thesis or problem statement and research questions.
3. Explain the rationale for undertaking the proposed research.
4. Research the background of the topic area so that findings can be evaluated in the context of the wider body of knowledge and practice.
5. Critically evaluate prior research that supports or confirms the proposed study.
6. Evaluate current literature and compile a reference list.
7. Develop a method of data collection and analysis.
8. Critically discuss expected results in the context of knowledge of relevant theory, policy and practice.

TOPICAL OUTLINE

Module 1

- Course Overview and Welcome
- Module Overview
- The Comprehensive Examination
- The University Dissertation Guide
- Review
- Prospectus to Proposal to Dissertation
- Dissertation Chapters and Proposal Sections

Module 2

- Overview
- Evaluating Prior Studies (results and discussions section)
- Problem Statement
- Research Questions
- Access to Participants / Populations / Educational Institutions

Module 3

- Overview
- Chapter One

Module 4

- Overview
- Methodology

Module 5

- Overview
- Chapter Two - Literature Review
- Major Topics
- Evidence
- General Guidelines for Analyzing Literature
- In-text citations and references

Module 6

- Overview
- Dissertations Online
- Expanding the Proposal Sections into Dissertation Chapters
- Reference Section

Module 7

- Overview
- The Proposal Defense

- Chapters 4 and 5
- Turning the Dissertation into Publishable Article(s)
- Use of Human Subjects Application

Module 8

- Overview
- Completion Plan
- Course Summary

EDUCATION COMMITMENT -

The following outlines the requirements and key factors for success in online learning and important policies and practices you need to know.

Participation

Successful learning online requires you to actively participate in this course. Participation is measured by recording the posting date on which you make a substantive posting in the course. Doctoral students are required to have substantive participation, at a minimum of 2 days per week.

Everyone's comments are important. The diversity of the experience among members of your class will enhance learning. All students will be treated equitably within the classroom. Discussion and all communications are required to be respectful. All activities will follow standards set forth in the Argosy University Catalog and the Student Handbook for Online Students.

All assignments must be posted / submitted by the due dates. You may submit assignments prior to the due date during the week the assignment is due.

Attendance

In this blended class, attendance is required for all 4 days. Weekend days begin at 9:00 AM and end at 5:00 PM.

E7834 students are expected to attend the **Discussion Area** by participating in the discussion a minimum of 2 days per week. Participation is measured by recording the date of each entry a student makes on the system when that student interacts with the course in a meaningful way. Examples of meaningful interaction include responses to assignments, commenting on the work of others in critiques, discussion questions, or a question you might have for the faculty or the group.

For absence due to prolonged serious illness or personal emergency the student is expected to contact the faculty as soon as possible. For absence due

to technical problems, the student is expected to contact the faculty immediately after notifying the appropriate technical support. Failure to notify the faculty will be considered a missed deadline. All assigned work must be completed regardless of the reason for absence.

Plagiarism

Academic Dishonesty and Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. Naturally, in much academic writing, authors often refer to and rely upon works, published and unpublished, of others. When incorporated properly, reliance upon authoritative sources adds knowledge and credibility to the document that the author is preparing. However, without proper documentation, the reader may be misled in attributing certain writings to the author when such is not the case. In effect, the author has passed off the work of another as if it were his or her own. When this happens, the author has committed a form of academic dishonesty known as plagiarism. Among the harms from plagiarism are that the writer of the original material suffers from lack of recognition of his or her contributions. The original writer and publisher may also be damaged by an infringement on their copyright, which is an exclusive right to copy or reproduce materials that is protected by law.

Students found to have committed academic dishonesty, including plagiarism, shall be subject to disciplinary action, which may include dismissal from Argosy University.

To avoid plagiarism, all sources relied upon, whether quoted directly or paraphrased, must be documented through normal scholarly references and citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 6th Edition* (2009). Washington DC: American Psychological Association (APA) format (www.apastyle.org.) Students are encouraged to purchase this manual (required in all courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Additionally, Argosy University considers resubmission of a work produced for one course in a subsequent course to also constitute academic dishonesty. It is the student's responsibility to seek clarification from the instructor regarding how much help may be received in completing an assignment, exam or project and what sources may be used.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course

assignments through "Turnitin," (www.turnitin.com), an online resource established to help educators develop writing and research skills and detect potential cases of academic dishonesty. Questions about plagiarism may be directed to your dean, chair or instructor.

Library

All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.

Library Resources: Argosy University's core online collection features nearly 21,000 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosy.edu>. Detailed descriptions of online resources are located at <http://library.argosy.edu/misc/onlinedblist.html>.

In addition to online resources, Argosy University's onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University's Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at <http://library.argosy.edu/infolit/>

Americans with Disabilities Act Policy

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for

documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student's responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

The Argosy University Statement Regarding Diversity

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.

E7834 Modules and Days of the Week

The course is divided into eight modules. The first week of class will be **Module 1**, the second week **Module 2**, and so on. Each of the first 7 modules have seven days, **Module 8** has three days. The first day of the first module varies according to the start of the semester, and is not based on the first weekend class day.

Grading

Students must demonstrate an understanding of course material by:

1. Actively participating in all aspects of the course a minimum of three (any three) days per week.
2. Utilizing professional terminology in class discussion.
3. Accurately relating course material to "real world" situations, utilizing text and other reference materials and personal experience where applicable.
4. Thoroughly and accurately completing assignments, papers, projects, quizzes, group projects, exams, etc. and submitting them on time. All work must be received by the set deadlines. Late work is not accepted without mitigating circumstances.

5. Each graded assignment will carry a weight that will be a fraction of 100 percent. Assignments will reflect a percentage of the total possible points based on the requirements and competencies determined by each individual course.

Points are assigned for each assignment criterion, (an assignment criterion is a detailed expectation for a specific assignment) which have been established for the purpose of completing and evaluating each assignment to a given set of expectations. Each criteria item has a value up to four points, each point communicates a level of achievement for a definite expectation: 4=Excellent, 3=Satisfactory, 2=Minimum achievement, 1=Attempt, 0=No effort.

There will be at least one, and usually more, distinct criteria specified for each item to be delivered within an assignment, the criteria will assist the student in completion of the assignment and assist the facilitator in the evaluation and grading of the student's work. The total points from assignments may be combined with possible "extra achievement points" for project-based assignments only; these points will take into account creativity, critical thinking, etc. things that don't have specific checkpoints to follow.

Student grades will be determined using the Argosy University point scale:

Grade	
A	100 – 93
A-	92 – 90
B+	89 – 88
B	87 – 83
B-	82 – 80
C+	79 – 78
C	77 – 73
C-	72 – 70
F	69 and below

Grades of “D+” and “D” are used at the undergraduate level only.