

**SOUTHERN CALIFORNIA SEMINARY**  
2075 EAST MADISON AVENUE • EL CAJON • CALIFORNIA 92019-1108

**PY-905 DISSERTATION RESEARCH DEVELOPMENT 1: PROPOSAL DEVELOPMENT (CHAPTER 1)**

SPRING 2016, MODULE 3+4

1/14/16 – 4/21/16

THUR. 5PM – 9PM

***PROFESSOR***

Dr. Julie Hayden, Psy.D.

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***COURSE DESCRIPTION***

The objective of this course is to prepare the student for the dissertation project by selecting an appropriate topic, developing a draft review of the literature, forming meaningful research questions and hypotheses, selecting a researchable group, describing data collection methodology, and analyzing journals and dissertations on that topic in the area of psychology and mental health services. Students will spend two three-hour sessions with library staff learning the library research process including how to select databases, search and locate information, and evaluate results. Students will write the initial draft of Chapter 1 and a preliminary outline for the Chapter 2 literature review of their dissertation. At the conclusion of this course, students will submit a dissertation topic and rationale for the topic to the IRB Committee for review and approval.

*3 Units*

***PROFESSOR'S COMMENT***

Welcome to the course that will help you decide on and focus the topic of your doctoral research. Begin to think about what you have interest and passion for, what you may want to specialize in, and what could keep you excited through the long process of writing a dissertation.

***REQUIRED TEXTBOOKS***

1. *The Holy Bible*. A translation based on formal equivalence, such as the *New King James Version* or the *New American Standard Bible*, is recommended for study.

2. Single, Peg Boyle and Reis, Richard M., *Demystifying Dissertation Writing: A streamlined process from choice of topic to final text*. (2010). Stylus Publishing, Inc.
3. Roberts, Carol M., *The Dissertation Journey: A practical and Comprehensive Guide to Planning, Writing, and Defending Your Dissertation*. (2<sup>nd</sup> Ed.) Corwin Publisher.

**Please Note:** In order to get your books before classes begin, it is your responsibility to order the texts at least one month prior to the start of class or be willing to pay expedited shipping.

### **RECOMMENDED TEXTBOOKS**

1. Fowler, F. J. (2008). *Survey research methods*, 4th ed. Sage Publications. ISBN 1412958415. List price: \$ 49.00
2. Galvan, J. L. (2009). *Writing literature reviews: A guide for students of the social and behavioral sciences*, 4th ed. Pyczak Publishing. ISBN 1884585868. List price: \$ 61.75
3. Leedy, P. D. & Ormrod, J. E. (2012). *Practical research: Planning and design*, 10th ed. Pearson Publishing. ISBN 0132693240. List price: \$ 86.20
4. Machi, L.A. & McEvoy, B. (2008). *The literature review: Six steps to success*. Corwin Press. ISBN 1412961351. List Price: \$ 31.95

### **STUDENT LEARNING OUTCOMES**

The student who successfully completes this course will be able to . . .	PROGRAM OBJECTIVES*	SCS INSTITUTIONAL OBJECTIVES*	COURSE REQUIREMENT (CR #)
1. Demonstrate competency to select and develop a quality research topic, with corresponding research questions and hypotheses.			
2. Apply research principles to initiating and outlining a quality literature review.			
3. Demonstrate ability to organize topics and supporting topics appropriately in chapters 1 and 2 of a dissertation.			
4. Apply knowledge of quality research articles to evaluate and choose over 20 appropriate research articles to support a dissertation topic.			

\* *The program and institutional objectives are published in the Academic Catalog.*

***COURSE REQUIREMENTS***

Many if not all written assignments will be turned in through Blackboard and will be processed through software to check for plagiarism.

1. Discussion Board Posts (14 x 10 points = 140 total points): Each student will post weekly to the discussion board following the instructions posted in Blackboard. Full points are given to the quality of the initial post and responding well to at least three other students posts. Instructions will be in Blackboard.
2. Taylor Study Method (100 points): Each student will complete key terms weekly in the Taylor Study Method and take a pretest and posttest for full credit.
3. Outline of Chapter 2 with Annotated Bibliography (100 points): student will submit an outline of chapter 2 with an annotated bibliography following the instructions posted on Blackboard.
4. Topic Proposal (100 points) Presentation of Topic Proposal (100 points): each student will present a topic proposal both written and in front of a panel, either live or streaming in to the classroom.
5. Outline of Chapter 1 (60 points): Each student will turn in a detailed outline of chapter 1.
6. Research Questions / Hypotheses (100 points): Each student will submit at least three quality research questions and three corresponding hypotheses for review and adjustment.
7. Chapter 1 – Final Draft (300 points): Each student will submit a final draft of chapter 1.

***SEQUENCE OF INSTRUCTION***

SESSION	DATE	SESSION CONTENT	ASSIGNMENT DUE
1	1/14/16	<ul style="list-style-type: none"> <li>• Study Habits and Preparation for Quality Research</li> </ul>	<input type="checkbox"/> Read Single, chapter 1 <input type="checkbox"/> Read Roberts, chapter 1 <input type="checkbox"/> Discussion Board Post (First discussion post due Sunday Jan. 10 <sup>th</sup> and then each Sunday following for the remainder of the course)
2	1/28/16	<ul style="list-style-type: none"> <li>• Topic Development – beginning stages</li> </ul>	<input type="checkbox"/> Read Single, chapter 2 <input type="checkbox"/> Read Roberts, chapter 4 <input type="checkbox"/> Discussion Board Post (Due Sunday each week) <input type="checkbox"/> Topic Proposal, Due: Feb. 7th

SESSION	DATE	SESSION CONTENT	ASSIGNMENT DUE
3	2/11/16	<ul style="list-style-type: none"> <li>• Reviewing Relevant Research – what has come before</li> <li>• Tracking sources and interactive note taking</li> <li>• Using the Internet and Technology to Conduct Research</li> </ul>	<input type="checkbox"/> Read Single, chapters 3 & 4 <input type="checkbox"/> Read Roberts, chapter 8 <input type="checkbox"/> Discussion Board Post (Due Sunday each week) <input type="checkbox"/> Outline of chapter 2 and Annotated Bibliography, Due: Feb. 21st <input type="checkbox"/> <b>Note: It's Time To Order All Textbooks For Next Module!</b>
4	2/25/16	<ul style="list-style-type: none"> <li>• Focus Statements to Outline</li> <li>• Research Questions</li> <li>• Hypotheses</li> <li>• Mastering Academic Style</li> </ul>	<input type="checkbox"/> Read Single, chapters 5 & 6 <input type="checkbox"/> Read Roberts, chapter 10 <input type="checkbox"/> Discussion Board Post (Due Sunday each week) <input type="checkbox"/> Research Questions and Hypotheses, Due: March 6 <sup>th</sup>
5	3/10/16	<ul style="list-style-type: none"> <li>• Long Outline of Chapter 1</li> <li>• Steps in the Research Process</li> </ul>	<input type="checkbox"/> Read Single, chapters 7 & 8 <input type="checkbox"/> Read Roberts, chapter 2 and 11 <input type="checkbox"/> Discussion Board Post (Due Sunday each week) <input type="checkbox"/> Outline of Chapter 1, Due: March 20 <sup>th</sup>
6	3/24/16	<ul style="list-style-type: none"> <li>• Perfectionism and other blocks to quality research</li> <li>• Ethical considerations in research</li> </ul>	<input type="checkbox"/> Read Single, chapters 9 & 10 <input type="checkbox"/> Read Roberts, chapter 3 <input type="checkbox"/> Discussion Board Post (Due Sunday each week)
7	4/7/14	<ul style="list-style-type: none"> <li>• Completing chapter 1</li> <li>• Presentation of Topic Proposal</li> </ul>	<input type="checkbox"/> Discussion Board Post (Due Sunday each week) <input type="checkbox"/> Final Draft of Chapter 1, Due April 7 <sup>th</sup> <input type="checkbox"/> Presentation of Topic Proposal, scheduled for April 7 <sup>th</sup>

### *STUDENT EVALUATION*

Discussion Board Posts .....	140 points	14%
Taylor Study Method .....	100 points	10%
Outline of Chapter 1 .....	60 points	06%

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Outline of Chapter 2 / Annotated Bibliography .....	100 points	10%
Research Questions / Hypotheses .....	100 points	10%
Topic Proposal .....	100 points	10%
Final Draft Chapter 1 .....	300 points	30%
<u>Presentation of Topic .....</u>	<u>100 points</u>	<u>10%</u>

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1000 pts, 100%

### ***GRADE SCALE***

The final course grades are not given out until at least three weeks after the course is finished. A student will not be given their final grade unless the course has been paid for in full.

<b>Grade</b>	<b>Percent</b>	<b>Points</b>	<b>Grade</b>	<b>Percent</b>	<b>Points</b>
A	95–100%				
A-	92–94%				
B+	89–91%				
B	86–88%				
B-	83–85%				

Any grade lower than “B-” will be lowered to “F.”

### ***ATTENDANCE POLICY***

For MACP and PSYD Courses (42 lecture hours/ 7 weeks), more than 20 minutes missing from class is considered a Tardy, more than 40 minutes missing from class is counted as an Absence. Two tardies = one absence. You are permitted one absence for a 7-week course. Two absences results in being dropped from the course.

For Trimester Courses (42 lecture hours / 14 weeks), more than 10 minutes missing from class is considered a Tardy, more than 20 minutes missing from class is counted as an Absence. Two tardies = one absence. You are permitted two absences for a 14-week semester course. Three absences results in being dropped from the course.

General School Policy: A student who takes an absence from class will receive a penalty resulting in an immediate reduction of their final grade by 7 percent in a modular class and

3.5 percent in a trimester class. However, the student will have the ability to make up between 0 percent and all of the deduction at the professor's discretion.

### ***LATE COURSE WORK POLICY***

Late assignments will receive a half letter grade deduction at the minimum and may receive a 0 score at the professor's discretion.

### ***ACADEMIC INTEGRITY***

Southern California Seminary expects its students to conduct themselves honestly in their personal and academic lives. If evidence arises of academic dishonesty, the dean of the program will investigate the matter and take appropriate action.

#### **Offenses Against Academic Integrity**

***Cheating.*** Cheating is never tolerated at SCS.

***Plagiarism.*** Plagiarism can occur intentionally or inadvertently. Intentional acts of plagiarism involve knowingly and willingly treating another person's work as one's own original work. It includes copying or imitating the words, sentences, outlines, or ideas of another person. Inadvertent plagiarism can occur when a student fails to properly cite original sources. Plagiarism will not be tolerated at SCS. Therefore, all offenses of plagiarism will be reported to the dean of the program in which the offense occurred and an investigation will be made to determine what disciplinary action should be taken.

Aiding or Conspiring in the Commission of Plagiarism. Helping someone commit plagiarism is viewed as equally dishonest as plagiarism, for all participating parties.

***Multiple Submissions.*** This offense occurs when a student submits a paper that was written for another course as if it were an original paper satisfying the requirements of the present course. Attempting to submit such work is deceptive and a form of academic dishonesty. On the occasion that a student's previous work has some potential for expansion, improvement, or to serve as a starting point for another line of thought (as with Doctrinal Summary/Synopsis) the student will be advised by the professor to what extent a particular previous work may be permitted. The professor may require that a copy of the previous work be submitted with the later work.

### ***LIBRARY***

The SDCC/SCS Library website is your gateway to library resources and information. For a complete description of the library's holdings, services, staff and access to its online collections, go to: <http://sdcc.edu/library>.