

Instructor/TA Info

Instructor Information

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Or By Appointment

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Course Information



Description

This is the first in a series of learning experiences designed to support you through the conception, development, and writing of your theses. The goal is to provide you with support and a forum in which to facilitate the progress of planning and writing of your theses. This course will provide didactic instruction as well as discussion and applied writing assignments to achieve the course objectives. Prerequisite is admission to the CPSE graduate program in school psychology.

Prerequisites

Admission to the School Psychology EdS program at Brigham Young University.

Materials

	Item	Price (new)	Price (used)
	<u>Dissertations and Theses From Start to Finish - Required</u> by Bell, D	29.99	22.50
	<u>Publication Manual of the American Psychological Association 7e PB - Required</u> by APA	31.99	24.00

Learning Outcomes

Master's Thesis

This course is designed to prepare students in the M.S. program to prepare a professional manuscript (e.g., prospectus, thesis, journal article) for publication based upon students' thesis research.

Research Project

Students will demonstrate the ability to work empirically by completing a research project that involves the measurement and interpretation of data.

Thesis Document Describing Research

Defense of Thesis

Students will successfully defend a master's thesis before a faculty committee.

Grading Scale

Grades	Percent
P	75%
E	0%

Grading Policy

“T” grades for CPSE 699R are entered on the student’s transcript until the thesis is successfully defended. After completing the thesis, official grades are entered. The expectation is that all work will be submitted on or before the date it is due.

Participation Policy

It is your responsibility to attend class and keep up with discussions and assignments. Active participation in class is required. Each class will begin with an interactive activity. Students who arrive late and miss these activities cannot make them up. Making up late work will be at the discretion of the instructor and will be penalized if accepted. Since I want this class to meet your needs, if you do not feel ready to complete a particular class assignment, email me to let me know and propose an alternative assignment that better aligns with where you are at with the thesis planning and writing process.

Attendance Policy

Weekly attendance and active participation in class activities are expected. Each class will begin with an interactive activity. Students who arrive late and miss these activities cannot make them up.

Teaching Philosophy

Alma 37:6 “Now ye may suppose that this is foolishness in me; but behold I say unto you, that by small and simple things are great things brought to pass; and small means in many instances doth confound the wise.”

Assignments

Assignment Descriptions

Getting to know your advisor's research

Sep
14

Due: Monday, Sep 14 at 1:00 pm

For this first assignment, I want you to get to know your faculty advisor’s areas of research better by reviewing research they have published. I would like you to do three things related to this activity:

- 1) schedule a time and meet individually with your advisor,
- 2) ask that they provide you a list of recent publications,
- 3) conduct a Google Scholar, ERIC, and/or PsycINFO search using their name.

Then prepare a 1-2 page double-spaced write-up addressing what you have learned about their research areas. Include topics related to their research that you would be interested in completing your thesis on.

Sep
21

Due: Monday, Sep 21 at 1:00 pm

BEHAVIORAL CONTRACT example.docx [Download \(plugins/Upload/fileDownload.php?fileId=d68006f1-JIXG-Lgwf-1unU-h4e092d35fbf&](#)

[pubhash=J_nsjRc6WdHUPV76Qleeol7hUAuuUOsyI4XAwJbSoJzUlBPT_lqODZGzAiRRu_c6izQvU9HMOjnXHk_x_gR1vw=](#)

Another thesis contract example online: <https://www.umassd.edu/media/umassdartmouth/honors/pdfs/Thesis-Contract.pdf>

For this next assignment, I would first like you to create a thesis work schedule for this semester: 6-8 hours per week that you will block off to work on your thesis (finding written sources, summarizing what you are reading, writing sentences and paragraphs for your literature review, etc.). Include *where* you will do this work (library, home, other).

Second, create a thesis contract that lists your work schedule and specific tasks you will be working on along with consequences. Include how you will be *reinforced* for meeting your contract goals. Review it with your faculty advisor and a significant other and both of you sign it (see example BEHAVIORAL CONTRACT.docx above). Then use this schedule and contract to help meet your thesis goals this semester.

Summarizing research articles

Sep
28

Due: Monday, Sep 28 at 1:00 pm

Identify a research study related to a thesis topic in which you are potentially interested. Read and review the article and prepare a 1-2 page double-spaced, 12-point font, summary focusing on the following. Be prepared to discuss your summary at our next class period.

- APA reference info for the article
- What was the purpose of the study?
- Why was this study important (hint usually in the lit review section)?
- What questions were the researchers trying to answer?
- What methodology was used? (study design, subjects & setting, measures, etc.)
- What were the findings of this study?
- What were some limitations of this study?
- What were future areas for research noted?
- How does this study fit with the thesis topic in which you are potentially interested?
- Anything else you would like to comment on regarding this article.

See Sample article summary.docx [Download \(plugins/Upload/fileDownload.php?fileId=04c5bfbcb-jow9-cqR0-RLOE-3Q5aa929d757&](#)

[pubhash=uXTp7AAxEJ8X5teYB1MMAqbpEytmLXNeLBFyk7XTuEKIN7b22xbsvdOdNI_FvDXWW80ny2GodZYu9hc4PO6aM](#)

Thesis timeline

Oct
05

Due: Monday, Oct 05 at 1:00 pm

Create a thesis timeline for yourself with goals (long and short term). Start with the long-term goal of where you want your thesis to be in *April 2021*. Then work through the intermediate steps it will take you to get there. Below are some common hurdles in the thesis process:

1. thesis topic identified
2. literature review completed
3. thesis committee solidified

6. IRB approval obtained
7. school district approval obtained
8. data collection completed
9. data analysis completed
10. results section completed
11. discussion section completed
12. final thesis defense meeting held
13. deans' office approval
14. thesis article submitted to a journal

Be sure to estimate time requirements (e.g., three months, six months), list sub-goals you will need to meet to achieve your long-term goals, and build in some reinforcement for yourself along the way (movies, dinners out, etc.). See the sample [Sample-Thesis Plan and Time Line.docx](#) [Download \(plugins/Upload/fileDownload.php?fileId=4bbb6583-MdJR-TEPt-I8HR-Qc81c055d3f6&pubhash=Zxzb88qndmueE9rtXxEBqnvqpwOVOfqaKZIVLN8r2omLzVrD7QKF7ZkiB1ByJ5LWLY2mkkpuoNxlqjSCRdmyA=](#) following website also has an interactive timeline you can explore: <http://www.statisticssolutions.com/InteractiveDissertationTimelineprot.htm>

If you have any questions as you work on completing this assignment, feel free to ask your advisor or me.

Review and write-up of a completed student thesis or dissertation

Oct
12

Due: Monday, Oct 12 at 1:00 pm

You are required to review a completed thesis or dissertation and write-up a 2-page summary (double-spaced, 12-point Times New Roman font) of your impressions of the thesis, highlighting strengths and weaknesses you noticed as well as what you learned from reviewing it. You will also present a summary of this in class.

Ethics training

Oct
19

Due: Monday, Oct 19 at 1:00 pm

For this assignment, I would like you to complete the ethics training required by the Brigham Young University Institutional Review Board (IRB). All researchers using human subjects are required to complete the training by the Collaborative Institutional Training Initiative (CITI). It is the gold standard for IRB researcher training. Once the training has been completed the certification lasts for 5 years. Register/login at <https://orca.byu.edu/IRB/irbtutorial.php> Allow 2 to 3 hours to complete the training – take your time to learn as much as you can from this experience. A certificate of completion will be issued at the end of the training. Please submit a copy of the certificate upon completion of this assignment by the beginning of class next week. You should keep an electronic copy for your records, as you will need it again when you submit your IRB thesis proposal.

If you have already completed this BYU ethics training in the past, write out the three specific research question(s) you are planning to address in your proposed thesis. Next, develop carefully worded hypotheses (see Exhibit 4.1 p. 76 from our text) for your proposed thesis study.

Literature review outline

Oct
26

Due: Monday, Oct 26 at 1:00 pm

For this next assignment, I would like you to complete a 1-2 page double-spaced outline addressing the

- Thesis chair and topic:
- Major headings/sections of your literature review: Use outline format and the funnel shape as illustrated in Exhibit 6.2 on p.116 of our text.
- Potential research questions/hypotheses:

Adding a new page of writing

Nov
02

Due: Monday, Nov 02 at 1:00 pm

For this assignment, I would like you to add at least 1 new page of writing to your literature review. Please upload this into Learning Suite and be prepared to review this with your peers next week in class.

Adding to your lit review outline

Nov
09

Due: Monday, Nov 09 at 1:00 pm

By now you have identified a probable thesis advisor, thesis topic, completed a literature review outline, are thinking about methods, and are reading/reviewing related articles. For this assignment begin putting some “meat” on the literature review outline you created, by adding sentences to it. The best way to do this is to create empirically supporting sentences. For example, if you put something like “Onset of major mental illness often occurs in childhood” you could add (Kessler, R.C., Beglund, P., Demler, O., Jin, R., & Walters, E. E., 2005) after this statement. If you can’t find empirical sources, write down sentences you hope to be able to support later with the empirical literature. Come to class next week prepared to review your enhanced outline.

Adding to your lit review

Nov
16

Due: Monday, Nov 16 at 1:00 pm

For this assignment, I would like to you further develop your literature review by adding at least 2 new pages of content between now and next week. This new content could be direct quotes from appropriate sources or, better yet, paraphrasing content in your words with proper referencing. Focus also on ensuring there is logic to the flow of your writing; that the headings make sense and that your writing/outline follows the funnel shape we have discussed in class (see Chapter 6 for a review). The idea behind this assignment is to move your writing forward.

Adding more to your lit review

Nov
23

Due: Monday, Nov 23 at 1:00 pm

For this assignment, I would like to you further develop your literature review/outline by adding at least two new pages of content between now and next week. This new content could be direct quotes from appropriate sources or, better yet, paraphrasing content in your words with appropriate referencing. Focus also on ensuring there is logic to the flow of your writing; that the headings make sense and that your writing/outline follows the funnel shape we have discussed in class (see Chapter 6 for a review). The idea behind this assignment is to move your writing further forward.

End of semester student rating

Dec

We are now entering the final weeks of class. I hope you have found your experience this semester to be helpful in getting you started on thinking, reading, and writing about your thesis topic. For this last assignment (extra credit) I would like you to complete the online student rating of your learning experience available at the following website: <http://studentratings.byu.edu/> (<http://studentratings.byu.edu/>) I value and carefully review these ratings to learn how to improve my teaching. I look forward to receiving your anonymous feedback and will give you extra credit for completing this by December 11th. Thank you.

Attend and write-up of a student thesis or dissertation meeting

Dec
07

Due: Monday, Dec 07 at 1:00 pm

You are required to attend (via Zoom) one graduate student defense or proposal meeting during the semester and write-up a 2-page summary (double-spaced, 12 point Times New Roman font) of your impressions of the meeting, highlighting strengths and weaknesses you noticed as well as, what you learned by attending. You will also present a summary of this in class. You can find a list of scheduled thesis and dissertation defenses at <https://gradstudies.byu.edu/page/defense-schedule> (<https://gradstudies.byu.edu/page/defense-schedule>) You should contact the chair of the committee at least 24 hours in advance to request permission to attend the defense via zoom and ask for the zoom link.

Proposal lit review draft

Dec
07

Due: Monday, Dec 07 at 1:00 pm

For this final submission, please add at least two new pages of written content to create your best draft for the semester. Please let me know if you have questions.

Chapter Discussion

Dec
07

Due: Monday, Dec 07 at 3:00 pm

You will each lead out on one chapter discussion during the semester lasting approximately 30 minutes. I can assist you as you plan and carry out this assignment. Please include a 2-5 minute spiritual thought prior to the discussion.

Brainstorming Session

Dec
07

Due: Monday, Dec 07 at 3:00 pm

Each week students will be given the opportunity to present their thesis ideas in a class brainstorming session. The purpose of these sessions is to help give you ideas on areas of your project where you may be stuck or struggling, as well as to help us all learn more about your particular thesis topic.

Microsoft Word or Excel Training

Dec
07

Due: Monday, Dec 07 at 11:59 pm

In order to be successful with your thesis you will need to become proficient in Microsoft Word and Excel. To help you bolster your proficiency in these programs you are required to complete a training in either program. You may register for this training at <https://lib.byu.edu/services/software-training/register/>

Final Proposal Draft

Dec
10

Due: Thursday, Dec 10 at 1:00 pm

In lieu of a final exam, for this final submission please add at least two new pages of written content to create your best draft for the semester. Please also use a thesis template (e.g., title page, reference pages, etc.) and APA format in your submission. The goal is to move you further forward on your thesis proposal. Please let me know if you have any questions.

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Misconduct

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all its education programs or activities. University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day). BYU offers a number of resources and services for those affected by sexual harassment, including the university's confidential Sexual Assault Survivor Advocate. Additional information about sexual harassment, the university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting <http://titleix.byu.edu> (<http://titleix.byu.edu>), or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, eo_manager@byu.edu, or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) for help.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to

BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Covid 19 Statement

While COVID 19 conditions persist and until further notice, students and faculty are required to wear face coverings at all times during class; faculty are not at liberty to waive this expectation.

Students who feel sick, including exhibiting symptoms commonly associated with COVID 19 (fever; cough; shortness of breath/difficulty breathing; chills; muscle pain; sore throat; new loss of taste or smell; etc.) should not attend class and should work with their instructor to develop a study plan for the duration of the illness.

Diversity and Inclusion in the Classroom

"Because we feel the depth of God's love for His children, we care deeply about every child of God, regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges" (President Russell M. Nelson, "The Love and Laws of God," September 2019). As a university community we strive to foster an educational environment that promotes the personal dignity of every student and accept individual responsibility to eliminate racism, sexism, and nationalism. Our course participation reflects our understanding that every individual is a child of Heavenly Parents. We create learning environments in which every individual is motivated to express their opinions and perspectives and ask questions to augment discussions and learning. We listen to, learn from, and strive to consider thoughtfully the opinions of others. We use language that is polite, considerate, and courteous—even when we strongly disagree.

Inappropriate Use of Course Materials

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code.

Mental Health

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct

guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Schedule

Date	Weekly Readings	Assignments Due
Week 1		
M Aug 31 Monday	Getting to know each other - Course overview What are Theses?: D & T Chapter 1 - Paul Caldarella	
Week 2		
M Sep 07 Monday	Labor Day	
Week 3		
M Sep 14 Monday	Starting out: D & T Chapter 2 - Deli Juarez Time and Trouble Management: D & T Chapter 3 - Brandi Bezzant	Getting to know your advisor's research
Week 4		
M Sep 21 Monday	Literature searching with Emily Darowski	Thesis work schedule and contract
Week 5		
M Sep 28 Monday	Finding topics & collaborators: D & T Chapter 4 - Railev Bradford	Summarizing research articles

M Oct 05 Monday	Formulating and Communicating Your Plans: D & T Chapter 5 - Kathy Donahey Paper Elements and Format: APA Manual - Chapter 2 - Eric Smerdon	Thesis timeline
Week 7		
M Oct 12 Monday	Reviewing the literature: D & T Chapter 6 - Paul Caldarella	Review and write-up of a completed student thesis or dissertation
Week 8		
M Oct 19 Monday	Research methods & ethics: D & T Chapter 7 - Stephanie Vance	Ethics training
Week 9		
M Oct 26 Monday	Managing committee meetings: D & T Chapter 13 - Audrey Andersen	Literature review outline
Week 10		
M Nov 02 Monday	APA format with Emily Darowski	Adding a new page of writing
Week 11		
M Nov 09 Monday	Journal Article Reporting Standards: APA Manual - Chapter 3 - Paul Caldarella	Adding to your lit review outline
Week 12		
M Nov 16 Monday	Writing Style and Grammar: APA Manual - Chapter 4 - Carol Vaughn Bias-Free Language Guidelines: APA Manual - Chapter 5 - Zach Cusworth	Adding to your lit review
Week 13		
M Nov 23 Monday	Mechanics of Style: APA Manual - Chapter 6 - Malka Moya	Adding more to your lit review
Week 14		
M Nov 30 Monday	Tables and Figures: APA Manual - Chapter 7 - Paul Caldarella	
Week 15		
M Dec 07 Monday	Works Cited in the Text: APA Manual - Chapter 8 - Ty Storey Reference List: APA Manual - Chapter 9 - Angela Fields	Attend and write-up of a student thesis or dissertation meeting Brainstorming Session Chapter Discussion End of semester student rating

