



**CPSE 699R – Masters’ Thesis - Fall 2016****Section 001: 343 MCKB on Tue from 9:00 am - 10:50 am****Credits: 2****Instructor Info****Name:** Paul Caldarella, PhD**Office Location:** 149D MCKB**Office Phone:** 801-422-5081**Office Hours:** Tue 8:00am-9:00am or By Appointment**Email:** paul\_caldarella@byu.edu**Scripture Theme**

Ether 12:27 – “And if men come unto me I will show unto them their weakness. I give unto men weakness that they may be humble; and my grace is sufficient for all men that humble themselves before me; for if they humble themselves before me, and have faith in me, then will I make weak things become strong unto them.”

**Description**

This is the first in a series of courses 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 writing 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.

**Materials**

Item	Price (new)	Price (used)
 PUBLICATION MANUAL OF APA 6E <i>Required</i> by AM PSYCH ASSOC	29.95	22.50
 DISSERTATIONS & THESES FROM START TO FINISH 2E <i>Required</i> by CONE, J	29.95	22.50

**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** - Students will demonstrate advanced critical thinking and writing skills by producing a well-crafted document to describe the rationale, methods, results and implications of their research.

**Defense of Thesis** - Students will successfully defend a master's thesis before a faculty committee.

### Grading Scale

Grades	Percent
P	80%
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. A grade of incomplete (I) may be awarded, but only in extraordinary cases. Insufficient time, poor time management or course/work overloads are not sufficient reason for awarding an incomplete (I).

### Participation Policy

It is your responsibility to attend class and keep up with discussions and assignments. Active participation in class is required. You will be assigned to a study group. 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.

### Assignments

**Getting to know your advisor's research** - Due: Tuesday, Sep 06 at 9:00 am

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

- 1) schedule a time to 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.

**Thesis work schedule and contract** - Due: Tuesday, Sep 13 at 9:00 am

For this next assignment I would first like you to create a thesis work schedule for this semester: 6-8 hours per week in your schedule 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/or a significant other and both of you sign it (see example BEHAVIORAL CONTRACT.docx on Learning Suite). Then use this schedule and contract to help meet your thesis goals this semester.

### **Summarizing research articles - Due: Tuesday, Sep 20 at 9:00 am**

Identify a research article related to a thesis topic you are potentially interested in. Read and review the article and prepare a 1-2-page double spaced, 12-point font, summary focusing on the following. See Sample article summary.docx Download on Learning Suite. 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 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 areas for future research were noted?
- How does this study fit with the thesis topic you are potentially interested in?
- Anything else you would like to comment on regarding this article?

### **Thesis timeline - Due: Tuesday, Sep 27 at 9:00 am**

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 at in *April 2017*. 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
4. methods section completed
5. thesis prospectus meeting held
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., 3 months, 6 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 sample the Sample-Thesis Plan and Time Line.docx Download on Learning Suite. The following website also has an interactive timeline you can use:

<http://www.statisticssolutions.com/InteractiveDissertationTimelineprot.htm>

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

**Article Coding Sheet - Due: Tuesday, Oct 04 at 9:00 am**

For this assignment create a coding sheet to try out as you read and review journal articles for your literature review. There is a sample coding sheet on page 108 of our text, but make yours specific to the information you want to glean from the studies you are reading (some of your peers may already be using coding sheets – feel free to find out what they are using). Then choose one empirical article you have found and use your coding sheet to record pertinent information from it. See sample Coding sheet example.docx Download on Learning Suite. Be prepared to discuss this completed coding sheet next week in class.

**Ethics training - Due: Tuesday, Oct 11 at 9:00 am**

For this assignment, I would like you to complete 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. 73 from our text) for your proposed thesis study.

**Review and Write-up of a Completed Student Thesis or Dissertation - Due: Tuesday, Oct 18 at 9:00 am**

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.

**Literature review outline - Due: Tuesday, Oct 25 at 9:00 am**

For this next assignment, I would like you to complete a 1-2-page double spaced outline addressing the following. I realize that you may still be trying to figure out the answers to some of these questions, just try your best.

- Thesis chair and topic:
- Major headings/sections of your literature review: Use outline format and the funnel shape as illustrated on p.111 of our text.
- Potential research questions/hypotheses:

**Beginning to think about Methods - Due: Tuesday, Nov 01 at 9:00 am**

For this assignment I would like you to address some aspects of your thesis methods section:

- What type of research design might you use?
- Who might the participants be?
- What may be the setting for your study?
- What independent variables might you use?
- What dependent measures might you use?

Provide your best guess (at this point) as to what these sections might look like, realizing they will likely change as your writing and thinking progresses. Feel free to talk with your advisor and/or peers as you sketch this out. Be prepared to hand in and discuss these at the start of class next week.

**Adding to your lit review outline - Due: Tuesday, Nov 08 at 9:00 am**

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 supported 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 - Due: Tuesday, Nov 15 at 9:00 am**

For this assignment I would like to you further develop your literature review/outline by adding at least 1 page of new 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 forward.

**Adding more to your lit review - Due: Tuesday, Nov 29 at 9:00 am**

For this assignment I would like to you further develop your literature review/outline by adding at least another page of new 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.

**Brainstorming Session** - Due: Tuesday, Dec 06 at 8:00 am

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.

**Attend and Write-up of a Student Thesis or Dissertation Meeting** - Due: Tuesday, Dec 06 at 9:00 am

You are required to attend one BYU student final 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 from attending the meeting. You will also present a summary of this in class.

**End of Semester Student Rating** - Due: Tuesday, Dec 06 at 9:00 am

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/> 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 6<sup>th</sup>. Thank you.

**Chapter Discussion** - Due: Tuesday, Dec 06 at 10:00 am

You will each lead out on a chapter discussion during the semester lasting 30-40 minutes. I can assist you as you plan for and carry out this assignment. Please include a 2-5-minute spiritual thought prior to the discussion.

**Class Attendance & Participation** - Due: Tuesday, Dec 06 at 11:00 am

Regular attendance and active participation in class activities. You will be assigned to a study group. Each class will begin with an interactive activity. Students who arrive late and miss these activities cannot make them up.

**Final Exam** - Due: Saturday, Dec 10 at 8:00 am

The Final Exam will cover the chapter readings and class discussions.

## 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.

**Sexual Misconduct** - As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university. University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter sexual misconduct, please contact the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu>.

**Student Disability** - Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

**Devotional Attendance** - Brigham Young University's devotional and forum assemblies are an important part of your BYU experience. President Cecil O. Samuelson said, "We have special and enlightening series of devotional and forum assemblies...that will complement, supplement, and enrich what will also be a very productive period in your classrooms, laboratories, and libraries. We look forward to

being with you each Tuesday...and hope that you will regularly attend and bring your friends and associates with you...A large part of what constitutes the unique 'BYU experience' is found in these gatherings where the Spirit has been invited and where we have the opportunity to discuss and consider things of ultimate worth and importance that are not afforded to the academic community on almost any other campus" (from the address "The Legacy of Learning", 30 August, 2005). Your attendance at each forum and devotional is strongly encouraged.

**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 for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain 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.



### Schedule

Dates	Topics and Readings
T Aug 30 Tuesday	Getting to know each other - Course overview - Review of Syllabus
M Sep 05 Monday	<b>Labor Day</b>
T Sep 06 Tuesday	<b>Add/Drop Deadline (Full Semester &amp; 1st Term)</b>  What are Theses?: D & T Chapter 1
T Sep 13 Tuesday	Library Room 2231 - Literature Searching with Rachel Wadham
T Sep 20 Tuesday	Starting out: D & T Chapter 2
T Sep 27 Tuesday	Time & trouble management: D & T Chapter 3
T Oct 04 Tuesday	Finding topics & collaborator: D & T Chapter 4
T Oct 11 Tuesday	The proposal: D & T Chapter 5
T Oct 18 Tuesday	Reviewing the literature: D & T Chapter 6
T Oct 25 Tuesday	Research methods & ethics: D & T Chapter 7
T Nov 01 Tuesday	Measurement: D & T Chapter 8
M Nov 07 Monday	<b>Withdraw Deadline (Full Semester)</b>
T Nov 08 Tuesday	Managing committee meetings: D & T Chapter 13
T Nov 15 Tuesday	Presenting your project to the world: D & T Chapter 14
T Nov 22 Tuesday	<b>Friday Instruction</b>
T Nov 29 Tuesday	Writing for the behavioral and social sciences: APA Chapter 1 Manuscript structure and content: APA Chapter 2
T Dec 06 Tuesday	Writing clearly and concisely: APA Chapter 3
S Dec 10 Saturday	Final Exam, 343 MCKB, 8:00am - 10:00am