

# RDOC9303 Prospectus Development

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## Schedule

The class meets Monday through Friday in the main conference room of the Leavell Center. Tentative meeting times are indicated on the schedule below, but adjustments and additional class meetings may be needed. In addition, time will be scheduled for peer group sessions and private conferences with the professor(s).

***Plan to be on campus, involved in research and writing, and available for all of each class day.***

**Think of this as a five-week course**, as you will have a lot of work to do after the week of class time.

## Description

Students are concerned with the techniques and literature of research and with individual guidance in form and style for research writing.

## Objectives

1. The student will understand the basic principles of research.
2. The student will produce a “draft” prospectus for the dissertation within four weeks of completing the course.

## Required Texts

Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, *The Craft of Research*, 3d ed.

Paul D. Leedy and Jeanne Ellis Ormrod, *Practical Research: Planning and Design*

## Recommended Texts

John D. Cone and Sharon L. Foster, *Dissertations and Theses from Start to Finish*, 2d ed.  
Fred Pyczak and Randall R. Bruce, *Writing Empirical Research Reports*, 8th ed.

## Style Guides

Biblical studies students:

*The SBL Handbook of Style: For Biblical Studies and Related Disciplines*, 2d ed. (©2014)

Psychology and counseling students:

*Publication Manual of the American Psychological Association*, 6th ed.

All other students:

Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6th ed.

## Requirements

1. Each student is expected to study carefully the required texts, complete pre-course assignments, attend all class sessions, and utilize the library extensively.
2. Each student is expected to submit a completed “draft” of a prospectus (research proposal) to the professor for the course no later than July 5, 2016.

Because evaluating prospectuses can take up to 9 weeks depending on the number of students in the class, you may not receive feedback on your document before mid-September. *Therefore, you may not be able to submit your prospectus for the October ReDOC meeting in order to secure guidance committee approval by the November 1 deadline for May graduation.*

## Assignments to be Completed Prior to the Class Sessions

In order to maximize the time in the course and to prepare an acceptable prospectus, it is crucial that you do extensive work prior to the course. **Assessment of the reading assignments will be made the first day of class. Failure to complete the appropriate reading and pre-assignments is grounds for dismissal from the class.** Pre-assignments include:

1. Watch and listen to the PowerPoint files under the “Course Documents” section on Blackboard. The access code for the course on Blackboard is rdoc9303.
2. Read *Practical Research: Planning and Design*

Read meticulously chapters 1-6. Be familiar with the various types of research in chapters 7-11.

After identifying your research methodology, read in detail and master the contents of the appropriate chapters. You should be conversant with the methodologies which will be used in your research.

Note: If you are using a specialized methodology (such as rhetorical analysis), you should master the research methodology prior to the course.

3. Read *Writing Empirical Research Reports*.
4. Read *The Craft of Research*.  
Be prepared to discuss the contents in class.
5. Read *Dissertations and Theses from Start to Finish*

Those using a **quantitative research** design (including experimental and descriptive survey), or analysis should rely heavily upon this book. Those using a quantitative research design should refer to Fred N. Kerlinger, *Foundations of Behavioral Research*, 3d ed. or Kerlinger and Howard B. Lee, 4th ed.

Those using some **historical methods** should focus on chapters 1-7.

Those using a **qualitative research** design should refer to John W. Creswell, *Qualitative Inquiry and Research Design: Choosing among Five Traditions*

6. Focus the thesis

***If at this point you have not had sufficient guidance from your Guidance Committee Chairperson in focusing your Research Proposal, seek help before coming to the class.***

7. Review the appropriate style guide.
8. Do extensive reading in the area of the research problem.

Read extensively beyond that done in preparing the Research Proposal. If you are not familiar with the work in the field and/or specific methodologies, you will not know how to focus your thoughts.

Keep in mind that for the prospectus, you will need to do the following:

- (1) Order immediately any resources such as books and dissertations that you will need to include in the "Review of Related Literature." Before the course begins you should read at least 2 dissertations that employed your intended research methodology.
- (2) Develop the "Review of Related Literature" section in the second week. Know the literature before you come to class. What have others done in this field of research?
- (3) Include a detailed outline of the plan of research—a detailed, step-by-step description of the data gathering and interpretation process, etc.

In order to accomplish the above, you must be familiar with the literature. The more reading you do prior to the course, the easier this process will flow.

Come to the class with a written annotated bibliography of 15-20 key works related to the research problem.

***Failure to demonstrate having done adequate reading in the proposed area of research is justifiable grounds for dismissal from the course.***

9. Become familiar with the sample outlines at the end of this syllabus.

## Additional Suggested Resources

### Form and Style

*Chicago Manual of Style*. 16th ed.

Strunk, W., and E. B. White. *The Elements of Style*. 4th ed. Penguin, 2005.

### General

Barzun, J. *The Modern Researcher*. 6th ed. Belmont, CA: Thomson/Wadsworth, 2004.

Mauch, James E., and Jack W. Birch. *Guide to the Successful Thesis and Dissertation*. 5th ed., rev. and exp. New York: M. Dekker, 2003.

Preece, Roy. *Starting Research: An Introduction to Academic Research and Dissertation Writing*. New York: Pinter, 1994.

Sternberg, David. *How to Complete and Survive a Doctoral Dissertation*. New York: St. Martin's Griffin, 1981.

### Qualitative Research—General

Creswell, John W. *Qualitative Inquiry and Research Design: Choosing among Five Traditions*. 2d ed. Thousand Oaks, CA: Sage, 2007. [This is a helpful introduction to qualitative research design.]

Kvale, Steinar. *InterViews: An Introduction to Qualitative Research Interviewing*. Thousand Oaks, CA: Sage, 1996.

### Qualitative Research Design—Biography

Denzin, N. K. *Interpretive Biography*. Newbury Park, CA: Sage, 1989.

Lomask, M. *The Biographer's Craft*. New York: Harper and Row, 1986.

Plummer, K. *Documents of Life: An Introduction to the Problems and Literature of a Humanistic Method*. London: George Allen and Unwin, 1983.

Plummer, K. *Documents of Life 2: An Invitation to a Critical Humanism*. London: Sage, 2001.

### Qualitative Research Design—Phenomenology

Giorgi, A., ed. *Phenomenology and Psychological Research*. Pittsburgh: Duquesne University Press, 1985.

Moustakas, C. *Phenomenological Research Methods*. Thousand Oaks, CA: Sage, 1994.

Polkinghorne, D. E. "Phenomenological Research Methods." In R. S. Valle and S. Halling, eds., *Existential-Phenomenological Perspectives in Psychology*. New York: Plenum, 1989.

### Qualitative Research Design—Grounded Theory

Chenitz, W. C., and J. M. Swanson. *From Practice to Grounded Theory: Qualitative Research in Nursing*. Menlo Park, CA: Addison-Wesley, 1986.

Strauss, A., and J. Corbin. *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory*. Thousand Oaks, CA: Sage, 1998.

### Qualitative Research Design—Ethnography

Denzin, Norman K. *Interpretive Ethnography: Ethnographic Practices for the 21st Century*. Thousand Oaks, CA: Sage, 1997.

Fetterman, D. M. *Ethnography: Step by Step*. Newbury Park, CA: Sage, 1998.

Hammersley, M., and P. Atkinson. *Ethnography: Principles in Practice*. 2d ed. New York: Routledge, 1995.

Wolcott, H. F. *Transforming Qualitative Data: Description, Analysis, and Interpretation*. Thousand Oaks, CA: Sage, 1994.

#### Qualitative Research Design—Case Study

Merriam, S. *Case Study Research in Education: A Qualitative Approach*. San Francisco: Jossey-Bass, 1988.

Stake, R. *The Art of Case Study Research*. Thousand Oaks, CA: Sage, 1995.

#### Quantitative Research Design

Ary, Donald, Lucy Cheser Jacobs, and Asghar Razavieh. *Introduction to Research in Education*. 7th ed. Belmont, CA: Wadsworth, 2005.

Borg, Walter R. *Applying Educational Research*. 3d ed. New York: Longman, 1993.

Kerlinger, Fred N. *Foundations of Behavioral Research*. 3d ed. Ft. Worth, TX: Harcourt Brace College Publishers, 1992 (or Kerlinger and Howard B. Lee, 4th ed. 2000). [This is the classical treatise on quantitative research design.]

Posavac, Emil J., and Raymond G. Carey. *Program Evaluation: Methods and Case Studies*. 7th ed. Upper Saddle River, NJ: Prentice Hall, 2007).

Weiss, Carol H. *Evaluation Research: Methods of Assessing Effectiveness*. Englewood Cliffs, NJ: Prentice Hall, 1972.

#### Questionnaire Design

Oppenheim, A. N. *Questionnaire Design and Attitude Measurement*. New York: Pinter, 1992.

Sudman, Seymour, and Norman M. Bradburn. *Asking Questions: The Definitive Guide to Questionnaire Design*. San Francisco: Jossey-Bass, 2004.

<b>Tentative Class and Private Conferences Schedule</b>		
<b>Mon</b>	8:30-11:30	Review of the format and function of a prospectus; Student's presentation of research question and problem
	1-5	Individual conferences with professor
<b>Tues</b>	8-11	Individual conferences with professor
	1-5	Individual conferences with professor
<b>Wed</b>	8:30-11:30	Student presentation of state of research; Individual conferences with professor
	1-5	Individual conferences with professor
<b>Thurs</b>	8:30-11:30	Student presentation of methodology section; Individual conferences with professor
	1-4	Individual conferences with professor
<b>Fri</b>	8-11	Individual conferences with professor
	1-4	Individual conferences with professor

**Dissertation Prospectus – Sample Outline #1**  
**(Appropriate for some using historical research)**

***(Note: This outline contains the primary items to be in the prospectus. Each student should customize as appropriate to his or her dissertation.)***

A. The Thesis and Its Setting

1. The thesis (research question, thesis statement, purpose)
2. The hypotheses
3. The definitions of terms [if needed]
4. The assumptions [if needed]

B. The Review of the Related Literature or State of Research

C. The Importance of the Study

D. Methodology

***[Customize this section for your dissertation—cover the material, but do not be bound to the outline.]***

Write an introduction to the entire section. Then write a narrative section that addresses the issues appropriate to the proposal.

1. Section 1 [use a descriptive subheading that fits your research]

In a narrative format cover the appropriate items such as:

- (1) The data needed [*primary and secondary -- be specific*]
- (2) Criteria governing the admissibility of the data
- (3) The location of the data [*specific...i.e., not “in books in the library”*]
- (4) The means of obtaining the data
- (5) The treatment of the data [*This is the heart of the section. Discuss the methodology used and how you will interpret the data. Be specific and “detailed.”*]

2. Section 2

E. The Qualifications of the Researcher

F. The Outline of the Proposed Dissertation (organized by chapters)

G. Selected Bibliography

Adapted from Paul D. Leedy, *Practical Research: Planning and Design*

**Dissertation Prospectus □ Sample Outline #2**  
**(Appropriate especially for some quantitative designs)**

***(Note: This outline contains the primary items to be in the prospectus. Each student should customize as appropriate to his or her dissertation.)***

- A. The Problem and Its Setting
  - 1. The statement of the problem
  - 2. The hypotheses
  - 3. The definitions of terms
- B. The Review of the Related Literature
- C. The Importance of the Study
- D. Method
  - 1. Subjects
  - 2. Measures
    - a. Validation
    - b. Reliability
  - 3. Procedure
  - 4. Data analysis
- E. The Qualifications of the Researcher
- F. The Outline of the Proposed Study (organized by chapters)
- G. Selected Bibliography

**Dissertation Prospectus □ Sample Outline #3**  
**(Appropriate especially for some quantitative designs)**

***(Note: This outline contains the primary items to be in the prospectus. Each student should customize as appropriate to his or her dissertation.)***

- A. Introduction and Literature Review
  - 1. Literature Section 1
  - 2. Literature Section 2
  - 3. Summary and conclusions
  - 4. Statement of purpose
  
- B. Method
  - 1. Subjects
    - a. Criteria of inclusion in study
    - b. Recruitment of subjects
  - 2. Design
  - 3. Setting and apparatus
  - 4. Independent variables
  - 5. Measures (dependent variables)
  - 6. Procedure
  
- C. Results
  - 1. Statistical procedures
  - 2. Data presentation
  - 3. Interpretation of the data
  
- D. The Qualifications of the Researcher
  
- E. The Outline of the Proposed Dissertation (organized by chapters)
  
- F. Appendixes
  
- G. Selected Bibliography

Adapted from John D. Cone and Sharon L. Foster, *Dissertations and Theses from Start to Finish*, 83-90. See chart on pp. 132-33.

**Dissertation Prospectus □ Sample Outline #4**  
**(Appropriate especially for some qualitative research designs)**

***(Note: This outline contains the primary items to be in the prospectus. Each student should customize as appropriate to his or her dissertation.)***

- A. Introduction
  - 1. Problem and significance (in related literature)
  - 2. Focus and research questions
  - 3. Limitations of the study
  
- B. Research Design
  - 1. Overall strategy and rationale
  - 2. Focusing on the specific settings, population and phenomenon
  - 3. Sampling people, behaviors, events, and/or processes
  - 4. Issues of entry, reciprocity, personal biography, and ethics
  
- C. Data Collection Methods
  - 1. Participation in the setting
  - 2. Direct observations
  - 3. In-depth interviewing
  - 4. Document review
  
- D. Recording, Managing, and Analyzing Data Resources for the Study
  - 1. Time line
  - 2. Level of data collection
  - 3. Personnel needed
  - 4. Resources needed
  
- E. The Value and Logic of Qualitative Research (Criteria of soundness)
  
- F. The Qualifications of the Researcher
  
- G. The Outline of the Proposed Dissertation (organized by chapters)
  
- H. Appendixes
  
- I. Selected Bibliography

Adapted from Marshall and Rossman as cited in John W., Creswell, *Qualitative Inquiry and Research Design: Choosing among Five Traditions* (Thousand Oaks, CA: Sage Publications, 1998), 22.

**Dissertation Prospectus □ Sample Outline #5**  
**(Appropriate especially for some qualitative research designs)**

***(Note: This outline contains the primary items to be in the prospectus. Each student should customize as appropriate to his or her dissertation.)***

- A. Introduction
  - 1. Statement of the problem
  - 2. Purpose of the study
  - 3. The grand tour of question and subquestions
  - 4. Definitions
  - 5. Delimitations and limitations
  - 6. Significance of the study
- B. Procedure
  - 1. Assumptions and rationale for a qualitative design
  - 2. The type of design used
  - 3. The role of the researcher
  - 4. Data collection procedures
  - 5. Methods of verification
  - 6. Outcome of the study and its relation to theory and literature
- C. The Qualifications of the Researcher
- D. The Outline of the Proposed Dissertation (organized by chapters)
- E. Appendixes
- F. Selected bibliography

Adapted from John W. Creswell, *Qualitative Inquiry and Research Design: Choosing among Five Traditions* (Thousand Oaks, CA: Sage Publications, 1998), 23.

**Dissertation Prospectus □ Sample Outline #6**  
**(Appropriate especially for some quantitative research designs)**

***(Note: This outline contains the primary items to be in the prospectus. Each student should customize as appropriate to his or her dissertation.)***

- A. Introduction
  - 1. Statement of the problem
  - 2. Review of the literature
  - 3. Questions and/or hypotheses
- B. Methodology
  - 1. Subjects
  - 2. Instruments
  - 3. Procedures
- C. Analysis of data
  - 1. Data organization
  - 2. Statistical procedures
- D. Significance of the study
  - 1. Implications
  - 2. Applications
- E. Time schedule
- F. Qualifications of the researcher
- G. Outline of the proposed dissertation
- H. Selected bibliography

Adapted from Donald Ary, Lucy Cheser Jacobs, and Asghar Razavieh, *Introduction to Research in Education* (Fort Worth: Harcourt Brace College Publishers, 1996), 500.

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