



Saybrook Mission

Saybrook University relentlessly pursues a socially just, sustainable world by educating humanistic leaders who transform their fields and communities.

Course Syllabus

Course ID and Title

RES3500 Research Design and Scholarly Writing

Prerequisite

Completion of required foundational research courses RES2300 and/or RES2500) determined by academic program.

College

College of Integrative Medicine and Health Sciences ☒

College of Social Sciences ☒

Department

Applied Psychophysiology ☐

Leadership and Management ☐

Clinical Psychology ☐

Mind-Body Medicine ☐

Counseling ☐

Psychology ☐

Integrative and Functional Nutrition ☐

Research ☒

Integrative Social Work ☐

Transformative Social Change ☐

Year: 2023 - 2024

☐ Fall A ☐ Fall B ☐ Fall A/B
☐ Spring A ☐ Spring B
☒ Spring A/B ☐ Summer

Course Length

☐ 7 weeks ☐ 8 weeks
☐ 12 weeks ☒ 15 weeks

Credits

☐ 1 ☐ 2 ☒ 3



Catalog Course Description

In this course students further develop, and apply, their knowledge about designing research and they begin to draft a research prospectus for a dissertation or other independent research project. Students advance their knowledge and experience synthesizing literature in a topic area related to their proposed dissertation study or field. Students examine the specific components of a research prospectus and the logical alignment of these components. Students participate in individual and collaborative exercises designed to establish expectations around reviewing, responding to feedback and rewriting scholarly work, including the development of a research prospectus that outlines a study appropriate for the dissertation in one's field. 3 credit(s)

Course Learning Outcomes

All course learning outcomes (CLOs) align with the Research Program Learning Outcomes (PLOs). Both CLOs and PLOs can be reviewed within the shell from the home page by clicking the Course Outcomes button.

- CLO1 - Develop a research question and study rationale that are supported by the literature and are in alignment with a chosen research method.
- CLO2 - Demonstrate scholarly argument construction in a critical review and synthesis of the literature on a topic appropriate for dissertation research.
- CLO3 - Construct a research prospectus that aligns the research question, problem, purpose and methodological approach to present a significant, feasible, and ethical study idea.
- CLO4 - Demonstrate competency in grammar, exposition, citations, and formatting that meets APA 7 and Saybrook University standards for scholarly writing and academic integrity.
- CLO5 - Prepare and deliver an oral and visual presentation of the research prospectus.
- CLO6 - Participate in a scholarly peer-review process that involves providing, receiving, and responding to written feedback.
- CLO7 - Describe the dissertation process, including strategies to select dissertation chair and committee, critical milestones, and a tentative timeline.

Course Delivery Mode (Check all that apply)

☒ Canvas ☒ Residential Component ☐ Residential Only ☐ Individually Mentored



Relationship of the Course to the Saybrook Mission

The course provides rigorous graduate research education that inspires transformational change in individuals, organizations, and communities, toward a just, humane, and sustainable world.

Department of Research Values

- We value the diversity of multiple and intersecting perspectives, cultures, and identities of students, faculty, and staff.
- We intentionally seek learning opportunities for students that address the equity of access to and participation in research in all communities.
- We promote and maintain the core Humanistic tenets of unconditional positive regard, self-responsibility, and self-actualizing potential.

Final Course Grade

Saybrook University employs two grading options for students with related quality points: A credit/no credit system or letter grades. Students must choose their grading options prior to the completion of their first semester and are not able to change it after grades have been posted. Certain courses (such as dissertation, internship, or practicum courses) may be indicated as Pass/No Pass courses. Students cannot choose a Pass/No Pass option as this grading option is specific to the course.

This course utilizes the following grading option:

☒ Letter Grades or Credit/No Credit ☐ Pass/No Pass

Grading Scale

In all courses, students must achieve 80% of all graded assignments in order to pass the course. For further information on the Grading Scale, including Incompletes and Withdrawals, please review the [Academic Catalog](#).

Range	Letter Grade	Credit/No Credit Grade	Pass/No Pass Grade
93% - 100%	A	CR (Credit)	P (Pass)
90% - 92%	A-	CR (Credit)	P (Pass)
87% - 89%	B+	CR (Credit)	P (Pass)
83% - 86%	B	CR (Credit)	P (Pass)
80% - 82%	B-	CR (Credit)	P (Pass)



Less than 80% (no credit earned)	C	NC (No Credit)	NP (No Pass)
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Final Course Grade Weighted by Type of Learning Activity

Learning Activity	Total Activities	% of Total Course Grade
Discussion Activities	10	25%
Practice Activities	9	50%
Key Assignments	1	25%

Faculty Late Policy

Every assignment is due by 11:59 pm PT on the due date specified in the syllabus and Canvas. Any assignment submitted late without prior approval from the instructor will be marked down 10% per additional day past the due date until the assignment is submitted. For example, if an assignment worth 10 points is submitted two days late, the most the student will be eligible to earn on that assignment is eight points.

Assignments submitted one week or more after the due date specified will not be graded and receive a 0.

Note: No assignments due in Week 14 will be accepted after the due date.

Students who seek prior approval to submit an assignment late will not automatically receive it, but the instructor will work to be fair and accommodating with students who seek prior approval.

Writing Style Expectations

- ☒ Follow current APA guidelines for all papers
- ☒ Saybrook Handbook of Format and Style

Readings and Other Learning Material

See all required readings and learning materials following each module in the Detailed Course Schedule. Other than the required texts and materials listed here that must be purchased, all learning materials are downloadable from the Saybrook University Library or freely available online.



Texts and Other Learning Materials to Purchase

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

*Purchase information available at: <https://www.apa.org/pubs/books/publication-manual-7th-edition-paperback>

Goodson, P. (2016). *Becoming an academic writer: 50 exercises for paced, productive, and powerful writing*. Sage Publications.

*Saybrook University Library:

<https://ebookcentral.proquest.com/lib/tcses/detail.action?docID=7107027>

Grammarly Premium Subscription for the duration of the course. <https://www.grammarly.com/>

Course Overview

Module I: Introduction to Research Design and Scholarly Writing (CLOs 1, 2, 3, 4)

- Week 1: Introduction to Research Design and Scholarly Writing
- Week 2: Prospectus Introduction and Writing Self-Assessment

Module II: Developing a Rationale for Research Design Using Empirical, Theoretical, and Methodological Literature (CLOs 1, 2, 3, 4)

- Week 3: Understanding the Purpose of the Literature Review in Research Design
- Week 4: Developing the Background of the Problem
- Week 5: Developing the Conceptual or Theoretical Framework
- Week 6: Developing the Methodological Framework

Module III: Conventions in Scholarly Writing and Research Publication (CLOs 2, 4, 6)

- Week 7: Conventions in Scholarly Writing and Research Publication: Overview of Standards and Practices
- Week 8: Conventions in Scholarly Writing and Research Publication: Formatting and Organization
- Week 9: Conventions in Scholarly Writing and Research Publication: Exposition and Mechanics
- Week 10: Conventions in Research Publication: Peer Review

Module IV: Conventions in Research Presentation (CLOs 1, 2, 3, 4, 5)

- Week 11: Conventions in Research Presentation: Preparing an Oral Presentation
- Week 12: Conventions in Research Presentation: Conducting an Oral Presentation

Module V: Dissertation Process and Research Proposal (CLOs 3, 7)

- Week 13: The Dissertation Process: Committees



- Week 14: The Dissertation Process: Research Proposal and Completion
- Week 15: Course Evaluations

Detailed Course Schedule

NOTE: You must be logged in to the Saybrook Student Gateway to access links to learning materials from the Saybrook Library.

Module I: Introduction to Research Design and Scholarly Writing (CLOs 1, 2, 3, 4)

Week 1: Introduction to Research Design and Scholarly Writing (CLOs 1, 2, 3, 4)

Required Learning Materials

Goodson, P. (2016). *Becoming an academic writer: 50 exercises for paced, productive, and powerful writing*. Sage Publications.

*Ch. 1 (pp. 1-17)

*Saybrook University Library:

<https://ebookcentral.proquest.com/lib/tcses/detail.action?docID=7107027>

Grammarly Premium Subscription. <https://www.grammarly.com>

Microsoft. (n.d.-b) Track changes in Word. <https://support.microsoft.com/en-us/office/track-changes-in-word-197ba630-0f5f-4a8e-9a77-3712475e806a>

Walden University. (2017, November 9). *Introduction to Paragraphs and the MEAL Plan* [Video]. YouTube. https://youtu.be/cF_PoOz2TI4

Wentz, E. (2014a). Effective writing. In *How to design, write, and present a successful dissertation proposal* (pp. 55-80). SAGE Publications, Ltd.

<https://doi.org/10.4135/9781506374710>

*Saybrook University Library:

<http://methods.sagepub.com/tcsedsystem.idm.oclc.org/book/how-to-design-write-and-present-a-successful-dissertation-proposal/i643.xml>

Supplemental Learning Materials

American Psychological Association (2020). *Academic writer tutorial*.

https://extras.apa.org/apastyle/basics-7e/?_ga=2.235232769.1076453154.1582580058-1123757551.1582580058#/

Denicolo, P., & Becker, L. (2012a). What is a research proposal? In *Developing research proposals* (pp. 1-9). SAGE Publications, Ltd. <https://doi.org/10.4135/9781526402226>

*Saybrook University Library:

<https://go.openathens.net/redirector/tcsedsystem.edu?url=https://methods.sagepub.com/book/developing-research-proposals/i362.xml>

Howfinity. (2020, January 8). *How to use Grammarly – Beginner's guide* [Video]. YouTube. https://youtu.be/FJ_ZWAUO78s



The Creative Penn. (2018, February 27). *How to use Grammarly to improve your writing* [Video]. YouTube. <https://youtu.be/4hOuPBqjPzo>

Learning Activities

- Discussion Activity 1: Introducing the Problem
- Practice Activity 1: Research Design and Academic Writing Practice

Week 2: Prospectus Introduction and Writing Self-Assessment (CLOs 1, 2, 3, 4)

Required Learning Materials

Grammarly. (2023, April 14). How to write a five-paragraph essay, with outlines and an example. [Blog]. <https://www.grammarly.com/blog/five-paragraph-essay/>

James, E., & Slater, T. (2014). Do you understand what is required in a doctoral dissertation or thesis? In *Writing your doctoral dissertation or thesis faster* (pp. 2-21). SAGE Publications, Ltd. <https://doi.org/10.4135/9781506374727>

*Saybrook University Library:

<http://methods.sagepub.com/tcsedsystem.idm.oclc.org/book/writing-your-doctoral-dissertation-or-thesis-faster/i502.xml>

McGregor, S. (2018). *Understanding and evaluating research: A critical guide*. SAGE.

<https://doi.org/10.4135/9781071802656>

*Ch. 6 (pp. 139-174)

*Saybrook University Library:

<https://go.openathens.net/redirector/tcsedsystem.edu?url=https://methods.sagepub.com/book/understanding-and-evaluating-research/i2021.xml>

Miller, C. (2019, September 10). *Prospectus and dissertation introduction: Everything you need to know* [Video]. YouTube. <https://www.youtube.com/watch?v=rCxBJepVU84>

University of Utah (2020, April 14). *Writing a prospectus*.

<https://campusguides.lib.utah.edu/prospectus>

Supplemental Learning Materials

Goodson, P. (2016). Establish and maintain the “write” habit. In *Becoming an academic writer: 50 exercises for paced, productive, and powerful writing*. (pp. 21-45). Sage Publications.

*Saybrook University Library:

<https://ebookcentral.proquest.com/lib/tcsesl/detail.action?docID=7107027>

Howfinity. (2020, January 8). *How to use Grammarly – Beginner’s guide* [Video]. YouTube.

https://youtu.be/FJ_ZWAUO78s

Learning Activities

- Discussion Activity 2: Writing Self-Assessment
- Practice Activity 2: Section 1 of the Prospectus – The Introduction



Module II: Developing a Rationale for the Research Design: Using Empirical, Theoretical, and Methodological Literature (CLOs 1, 2, 3, 4)

Week 3: Understanding the Purpose of the Literature Review in Research Design (CLOs 1, 2, 3, 4)

Required Learning Materials

Efron, & Ravid, R. (2018). *Writing the literature review: a practical guide*. Guilford Publications.

*Chapter 1 (pp. 2-7)

*Saybrook University Library:

<https://ebookcentral.proquest.com/lib/tcses/detail.action?docID=5522670>

James, E., & Slater, T. (2014). Are you ready to write your review of literature? In *Writing your doctoral dissertation or thesis faster* (pp. 124-148). SAGE Publications, Ltd.

<https://doi.org/10.4135/9781506374727>

*Saybrook University Library:

<http://methods.sagepub.com.tcsedsystem.idm.oclc.org/book/writing-your-doctoral-dissertation-or-thesis-faster/i1072.xml>

Patton, M. Q. (2015a). *Common errors to avoid when writing a literature review: The literature review as your intellectual DNA* [Video]. <https://youtu.be/NiDHO3NHRA>

Thomas, D. R., & Hodges, I. D. (2010). Doing a literature review. In *Designing and managing your research project: Core skills for social and health research* (pp. 105-130). SAGE Publications Ltd. <https://doi.org/10.4135/9781446289044>

*Saybrook University Library:

<https://go.openathens.net/redirector/tcsedsystem.edu?url=https://methods.sagepub.com/book/designing-and-managing-your-research-project/n7.xml>

Wentz, E. (2014c). The literature review. In *How to design, write, and present a successful dissertation proposal* (pp. 81-95). SAGE Publications, Ltd.

<https://doi.org/10.4135/9781506374710>

*Saybrook University Library:

<https://go.openathens.net/redirector/tcsedsystem.edu?url=https://methods.sagepub.com/book/how-to-design-write-and-present-a-successful-dissertation-proposal/i717.xml>

Supplemental Learning Materials

Jensen, E., & Laurie, L. (2017). *An introduction to literature reviews* [Video]. SAGE.

<https://methods-sagepub-com.tcsedsystem.idm.oclc.org/video/an-introduction-to-literature-reviews?fromsearch=true>

O'Leary, Z. (2017). *Am I the only one struggling to write a literature review?* [Video]. SAGE.

<https://methods-sagepub-com.tcsedsystem.idm.oclc.org/video/am-i-the-only-one-struggling-to-write-a-literature-review?fromsearch=true>

Learning Activities

- Discussion Activity 3: Videoconference - The Purpose of Literature Reviews
- Practice Activity 3: Background of the Problem Part I – Reviewing the Literature



Week 4: Developing the Background of the Problem (CLOs 1, 2, 3, 4)

Required Learning Materials

Denney, A. S., & Tewksbury, R. (2013). How to write a literature review. *Journal of criminal justice education*, 24(2), 218-234. <https://doi.org/10.1080/10511253.2012.730617>

*Saybrook University Library:

<https://www.tandfonline.com/doi/pdf/10.1080/10511253.2012.730617?needAccess=true>

Goodson, P. (2016). *Becoming an academic writer: 50 exercises for paced, productive, and powerful writing* (pp. 237-245). Sage Publications.

*Saybrook University Library:

<https://ebookcentral.proquest.com/lib/tcsesl/detail.action?docID=7107027>

Patton, M. Q. (2015a). *Common errors to avoid when writing a literature review: The literature review as your intellectual DNA* [Video]. <https://youtu.be/NiDHO3NHRA>

Supplemental Learning Materials

Penn State University Libraries. (2021, July 30). *What is empirical research?*

<https://guides.libraries.psu.edu/emp>

Utah State University Libraries. (2019, April 22). *What is empirical research?* [Video]. YouTube.

<https://www.youtube.com/watch?v=fZ-LGZdqWLU>

Learning Activities

- No Discussion
- Practice Activity 4: Background of the Problem Part II – Synthesizing the Literature

Week 5: Developing the Conceptual or Theoretical Framework (CLOs 1, 2, 3, 4)

Required Learning Materials

Frey, B. (2018b). Conceptual framework. In *The SAGE encyclopedia of educational research, measurement, and evaluation* (pp. 354-355). SAGE Publications, Inc.

<https://doi.org/10.4135/9781506326139>

*Saybrook University Library: [https://methods-sagepub-](https://methods-sagepub-com.tcsedsystem.idm.oclc.org/reference/the-sage-encyclopedia-of-educational-research-measurement-and-evaluation/i5552.xml?fromsearch=true)

[com.tcsedsystem.idm.oclc.org/reference/the-sage-encyclopedia-of-educational-research-measurement-and-evaluation/i5552.xml?fromsearch=true](https://methods-sagepub-com.tcsedsystem.idm.oclc.org/reference/the-sage-encyclopedia-of-educational-research-measurement-and-evaluation/i5552.xml?fromsearch=true)

Green, H. E. (2014). Use of theoretical and conceptual frameworks in qualitative research. *Nurse Researcher*, 21(6), 34. <http://doi.org/10.7748/nr.21.6.34.e1252>

*Saybrook University Library: [https://www-proquest-](https://www-proquest-com.tcsedsystem.idm.oclc.org/docview/1784988328?pq-origsite=360link)

[com.tcsedsystem.idm.oclc.org/docview/1784988328?pq-origsite=360link](https://www-proquest-com.tcsedsystem.idm.oclc.org/docview/1784988328?pq-origsite=360link)

Lederman, N. G., & Lederman, J. S. (2015). What is a theoretical framework? A practical answer. *Journal of Science Teacher Education*, 26(7), 593-597.

<http://doi.org/10.1007/s10972-015-9443-2>

*Saybrook University Library: [https://www-proquest-](https://www-proquest-com.tcsedsystem.idm.oclc.org/docview/1749593281/1215C63DDC404C87PQ/1?accountid=34120)

[com.tcsedsystem.idm.oclc.org/docview/1749593281/1215C63DDC404C87PQ/1?accountid=34120](https://www-proquest-com.tcsedsystem.idm.oclc.org/docview/1749593281/1215C63DDC404C87PQ/1?accountid=34120)



Patton, M. Q. (2015b, January 23). *Learn research theory* [Video]. YouTube. <https://youtu.be/-EzY9ePFfCU>

Rocco T.S., & Plakhotnik, M.S. (2009). Literature reviews, conceptual frameworks, and theoretical frameworks: Terms, functions, and distinctions. *Human Resource Development Review*, 8(1), 120-130. <http://doi.org/10.1177/1534484309332617>

*Saybrook University Library: <https://journals-sagepub-com.tcsedsystem.idm.oclc.org/doi/pdf/10.1177/1534484309332617>

Swaen, B. & George, T. (2022, November 15). *What Is a Conceptual Framework? | Tips & Examples*. Scribbr. <https://www.scribbr.com/methodology/conceptual-framework/>

Vinz, S. (2023, July 18). *What Is a Theoretical Framework? | Guide to Organizing*. Scribbr. <https://www.scribbr.com/dissertation/theoretical-framework/>

Supplemental Learning Materials

None

Learning Activities

- Discussion Activity 4: What is the Conceptual/Theoretical Literature?
- Practice Activity 5: Conceptual or Theoretical Framework Draft

Week 6: Developing the Methodological Framework (CLOs 1, 2, 3, 4)

Required Learning Materials

Denicolo, P., & Becker, L. (2012b). What should be included in the introduction, rationale and literature review? In *Developing research proposals* (pp. 43-51). SAGE Publications, Ltd. <https://doi.org/10.4135/9781526402226>

*Saybrook University Library: <https://go.openathens.net/redirector/tcsedsystem.edu?url=https://methods.sagepub.com/book/developing-research-proposals/i474.xml>

Supplemental Learning Materials

American Psychological Association. (2020). Academic writer tutorial. [https://extras.apa.org/apastyle/basics-7e/?_ga=2.235232769.1076453154.1582580058-1123757551.1582580058#/#/](https://extras.apa.org/apastyle/basics-7e/?_ga=2.235232769.1076453154.1582580058-1123757551.1582580058#/)

Howfinity. (2020, January 8). *How to use Grammarly – Beginner's guide*. [Video]. YouTube. https://youtu.be/FJ_ZWAUO78s

Reiss, J. (2011). Empirical evidence: Its nature and sources. In *The SAGE handbook of the philosophy of social sciences* (pp. 551-576). SAGE Publications Ltd. <https://doi.org/10.4135/9781473913868>

*Saybrook University Library: <https://go.openathens.net/redirector/tcsedsystem.edu?url=https://methods.sagepub.com/book/the-sage-handbook-of-the-philosophy-of-social-sciences/n30.xml>

The Creative Penn. (2018, February 27). *How to use Grammarly to improve your writing* [Video]. YouTube. <https://youtu.be/4hOuPBqjPzo>



Learning Activities

- Discussion Activity 5: What is Methodological Literature?
- Practice Activity 6: Methodological Framework Draft

Module III: Conventions in Scholarly Writing and Research Publication (CLOs 2, 4, 6)

Week 7: Conventions in Scholarly Writing and Research Publication: Overview of Standards and Practices (CLOs 4, 6)

Required Learning Materials

American Psychological Association (2022, July). Student sample paper with annotations.

<https://apastyle.apa.org/style-grammar-guidelines/paper-format/student-annotated.pdf>

American Psychological Association. (2022, March). *Style and grammar guidelines*.

<https://apastyle.apa.org/style-grammar-guidelines>

*Mechanics of Style: <https://apastyle.apa.org/style-grammar-guidelines/mechanics-style>

*Grammar: <https://apastyle.apa.org/style-grammar-guidelines/grammar>

*In-text Citations: <https://apastyle.apa.org/style-grammar-guidelines/citations>

*References: <https://apastyle.apa.org/style-grammar-guidelines/references>

Goodson, P. (2016). *Becoming an academic writer: 50 exercises for paced, productive, and powerful writing*. SAGE Publications.

*Ch. 3

*Ch. 4

*Saybrook University Library:

<https://ebookcentral.proquest.com/lib/tcses/detail.action?docID=7107027>

Supplemental Learning Materials

American Psychological Association (2020). *Academic writer tutorial: Basics of seventh edition*

APA style. https://extras.apa.org/apastyle/basics-7e/?_ga=2.235232769.1076453154.1582580058-1123757551.1582580058#/

The Creative Penn. (2018, February 27). *How to use Grammarly to improve your writing* [Video].

YouTube. <https://youtu.be/4hOuPBqjPzo>

Learning Activities

- No Discussion Activity
- No Practice Activity

Week 8: Conventions in Scholarly Writing and Research Publication: Formatting and Organization (CLOs 2, 4, 6)

Required Learning Materials

American Psychological Association. (2021). Concise guide, 7th edition student paper checklist.

<https://apastyle.apa.org/instructional-aids/concise-guide-formatting-checklist.pdf>

Epstein, D., Kenway, J. & Boden, R. (2005). Publishing articles in academic journals. In *Writing for publication* (pp. 52-76). SAGE Publications Ltd.



<https://doi.org/10.4135/9780857020314>

*Saybrook University Library:

<https://go.openathens.net/redirector/tcsedsystem.edu?url=https://methods.sagepub.com/book/writing-for-publication/n5.xml>

Goodson, P. (2016). *Becoming an academic writer: 50 exercises for paced, productive, and powerful writing*. SAGE Publications.

*Ch 6 (pp. 106-143)

*Saybrook University Library:

<https://ebookcentral.proquest.com/lib/tcses/detail.action?docID=7107027>

Grammarly. (2023, April 25). *Passive voice: When to avoid it and when to use it*. Grammarly Blog. <https://www.grammarly.com/blog/passive-voice/>

Hantla, B. (2021). When it's best to be explicit: Using advance organizers to structure your argument. *American Journal Experts*. <https://www.aje.com/arc/when-its-best-be-explicit-using-advance-organizers-structure-your/>

Wager, E., & Kleinert, S. (2013). Why do we need international standards on responsible research publication for authors and editors? *Journal of Global Health*, 3(2), 1-7.

<https://doi.org/10.7189/jogh.03.020301>

*Saybrook University Library:

<https://www.jogh.org/documents/issue201302/V1%20Wager%20FINAL.pdf>

Supplemental Learning Materials

American Psychological Association (2022, July). Student sample paper with annotations.

<https://apastyle.apa.org/style-grammar-guidelines/paper-format/student-annotated.pdf>

APA Style Videos by Sam. (2020, January 20). *APA style 7th edition: Student paper formatting* [Video]. YouTube. <https://youtu.be/a9hXY1xiZjo>

Grech, V. (2018). WASP (Write a scientific paper): Presenting scientific work. *Early Human Development*, 125, 49-50.

*Saybrook University Library: [https://www.sciencedirect-](https://www.sciencedirect.com/tcsedsystem.idm.oclc.org/science/article/pii/S0378378218304018?via%3Dihub)

[com.tcsedsystem.idm.oclc.org/science/article/pii/S0378378218304018?via%3Dihub](https://www.sciencedirect.com/tcsedsystem.idm.oclc.org/science/article/pii/S0378378218304018?via%3Dihub)

Lee, I. (2019). *Publication and editorial feedback experiences of doctoral students in counselor education: A phenomenological inquiry* (Doctoral Dissertation).

*Saybrook University Library:

<https://www.proquest.com/docview/2290981260?accountid=34120>

Learning Activities

- Discussion Activity 6: Scholarly Publication - Standards and Practices
- Practice Activity 7: Research Prospectus Draft



Week 9: Conventions in Scholarly Writing and Research Publication: Exposition and Mechanics (CLOs 2, 4, 6)

Required Learning Materials

American Psychological Association. (2021, March). *Style and grammar guidelines*.

<https://apastyle.apa.org/style-grammar-guidelines>

*Mechanics of Style: <https://apastyle.apa.org/style-grammar-guidelines/mechanics-style>

*Grammar: <https://apastyle.apa.org/style-grammar-guidelines/grammar>

Goodson, P. (2016). *Becoming an academic writer: 50 exercises for paced, productive, and powerful writing*. SAGE Publications.

*Ch. 4 (pp. 71-86)

*Saybrook University Library:

<https://ebookcentral.proquest.com/lib/tcses/detail.action?docID=7107027>

McGee, S. (2010). Good writing skills and basic numeracy. In *Key research & study skills in psychology* (pp. 93-103). SAGE Publications Ltd.

<https://doi.org/10.4135/9781446269510>

*Saybrook University Library:

<https://go.openathens.net/redirector/tcsedsystem.edu?url=https://methods.sagepub.com/book/key-research-and-study-skills-in-psychology/n5.xml>

Turner, J. (2002). Disciplining your language: spelling, punctuation, and grammar. In *How to study* (pp. 130-144). SAGE Publications, Ltd. <https://doi.org/10.4135/9780857025036>

*Saybrook University Library:

<https://go.openathens.net/redirector/tcsedsystem.edu?url=https://methods.sagepub.com/book/how-to-study/d134.xml>

Supplemental Learning Materials

Howfinity. (2020, January 8). *How to use Grammarly – beginner's guide* [Video]. YouTube.

https://youtu.be/FJ_ZWAUO78s

Microsoft. (n.d.-b) Track changes in Word. <https://support.microsoft.com/en-us/office/track-changes-in-word-197ba630-0f5f-4a8e-9a77-3712475e806a>

Penn State University Libraries. (2023, July 19). *APA style quiz*.

<https://guides.libraries.psu.edu/apasquickguide/quiz>

Learning Activities

- Discussion Activity 7: Videoconference – Planning Ahead
- No Practice Activity

Week 10: Conventions in Research Publication: Peer Review (CLOs 4, 6)

Required Learning Materials

Goodson, P. (2016). *Becoming an academic writer: 50 exercises for paced, productive, and powerful writing*. Sage Publications.

*Ch. 5 (pp. 87-106)

*Ch. 6 (pp. 107-143)



*Saybrook University Library:

<https://ebookcentral.proquest.com/lib/tcses/detail.action?docID=7107027>

Wentz, E. (2014a). Effective writing. In *How to design, write, and present a successful dissertation proposal* (pp. 55-80). SAGE Publications, Ltd.

<https://doi.org/10.4135/9781506374710>

*Saybrook University Library:

<https://go.openathens.net/redirector/tcsedsystem.edu?url=https://methods.sagepub.com/book/how-to-design-write-and-present-a-successful-dissertation-proposal/i643.xml>

Supplemental Learning Materials

University of Wisconsin-Madison Writing Center. (n.d.). *Proofreading* [Handbook].

<https://writing.wisc.edu/handbook/grammarpunct/proofreading/>

Learning Activities

- Discussion Activity 8: Receiving and Giving Feedback
- Practice Activity 8: Peer Review in Practice

Module IV: Conventions in Research Presentation (CLOs 1, 2, 3, 4, 5)

Week 11: Conventions in Research Presentation: Preparing an Oral Presentation (CLOs 1, 2, 3, 4, 5)

Required Learning Materials

Becker, L. (2014a). Introduction. In *Presenting your research* (pp. 1-4). SAGE Publications, Ltd.

<https://doi.org/10.4135/9781473919815>

*Saybrook University Library:

<https://go.openathens.net/redirector/tcsedsystem.edu?url=https://methods.sagepub.com/book/presenting-your-research/i255.xml>

Becker, L. (2014b). Preparing your material. In *Presenting your research* (pp. 50-65). SAGE Publications, Ltd. <https://doi.org/10.4135/9781473919815>

*Saybrook University Library:

<https://go.openathens.net/redirector/tcsedsystem.edu?url=https://methods.sagepub.com/Book/presenting-your-research>

GraduateSchoolALC (2015). *PhD presentation – Elevator pitch 4*. [Video]. YouTube.

https://www.youtube.com/watch?v=Z_qvFjAT5vY&list=WL&index=1

Microsoft. (n.d.-c) *Create a presentation in PowerPoint*. <https://support.microsoft.com/en-us/office/create-a-presentation-in-powerpoint-422250f8-5721-4cea-92cc-202fa7b89617>

Phillips, D.J. P. (2014, April 14). How to avoid death by PowerPoint [Video]. YouTube.

<https://www.youtube.com/watch?v=lwpi1Lm6dFo>

Wentz, E. (2014e). Oral presentations. In *How to design, write, and present a successful dissertation proposal* (pp. 179-194). SAGE Publications, Ltd.

<https://dx.doi.org/10.4135/9781506374710>

*Saybrook University Library:



<https://go.openathens.net/redirector/tcsedsystem.edu?url=https://methods.sagepub.com/book/how-to-design-write-and-present-a-successful-dissertation-proposal/i978.xml>

Supplemental Learning Materials

Gillespie, E. (2022). *How to use Zoom, Studio or PowerPoint to record and upload a Powerpoint presentation to Canvas*. [video].

<https://tcsedsystem.sharepoint.com/:v:/s/saybrookofficeofresearch/EYTyc18U-ulJqVGTTTWuEaQBr0kavMrMpBS2-jUnGg7jXA?e=2t0sbh>

HubSpot (2019, October 28). *How to use PowerPoint 2020 – Guide* [Video] YouTube.

https://www.youtube.com/watch?v=Eer0_GHEumM

Microsoft. (n.d.-c) *Create a presentation in PowerPoint*. <https://support.microsoft.com/en-us/office/create-a-presentation-in-powerpoint-422250f8-5721-4cea-92cc-202fa7b89617>

Learning Activities

- No Discussion Activity
- No Practice Activity

Week 12: Conventions in Research Presentation: Conducting an Oral Presentation (CLOs 1, 2, 3, 4, 5)

Required Learning Materials

Becker, L. (2014c). Delivering your material. In *Presenting your research* (pp. 94-111). SAGE Publications, Ltd. <https://doi.org/10.4135/9781473919815>

*Saybrook University Library:

<https://go.openathens.net/redirector/tcsedsystem.edu?url=https://methods.sagepub.com/book/presenting-your-research/i512.xml>

Smart Student. (2021, March 7). *APA formatting for PowerPoint: how to apply APA style to PowerPoint presentations* [Video]. YouTube.

<https://www.youtube.com/watch?v=xRVWZ875vYs>

Texas A&M University. (2010, October 26). *The perfect defense: the oral defense of a dissertation* [Video]. YouTube. <https://youtu.be/edQv9OKvfdU>

Wentz, E. (2014e). Oral presentations. In *How to design, write, and present a successful dissertation proposal* (pp. 179-194). SAGE Publications, Ltd.

<https://doi.org/10.4135/9781506374710>

*Saybrook University Library:

<https://go.openathens.net/redirector/tcsedsystem.edu?url=https://methods.sagepub.com/book/how-to-design-write-and-present-a-successful-dissertation-proposal/i978.xml>

Supplemental Learning Materials

None

Learning Activities

- No Discussion Activity
- Practice Activity 9: Oral Presentation of the Prospectus



Module V: Dissertation Process and Research Proposal (CLOs 3, 7)

Week 13: The Dissertation Process: Committees (CLOs 3, 7)

Required Learning Materials

Black, R. (2012). The dissertation marathon. *Contemporary Issues in Education Research (Online)*, 5(2), 97. <http://doi.org/10.19030/cier.v5i2.6926>

*Saybrook University Library: <https://www.proquest-com.tcsedsystem.idm.oclc.org/docview/1418450593/10C7CB6F29884B83PQ/11?accountid=34120>

Bloomberg, L. D., & Volpe, M. (2008b). Nearing completion: some final considerations. In *Completing your qualitative dissertation: A roadmap from beginning to end* (pp. 164-179). SAGE Publications, Inc. <https://doi.org/10.4135/9781452226613>

*Saybrook University Library: <https://go.openathens.net/redirector/tcsedsystem.edu?url=https://methods.sagepub.com/book/completing-your-qualitative-dissertation/d214.xml>

Supplemental Learning Materials

[Seeber, M.](#), & [Horta, H.](#) (2021). No road is long with good company: What factors affect Ph.D. students' satisfaction with their supervisor? *Higher Education Evaluation and Development*, 15(1), 2-18. <https://doi.org/10.1108/HEED-10-2020-0044>

*Saybrook University Library: <https://www.proquest.com/docview/2539005123?pq-origsite=primo&accountid=34120>

Learning Activities

- Discussion Activity 9: Committee Communication
- No Practice Activity

Week 14: The Dissertation Process: Research Proposal and Completion (CLOs 3, 7)

Required Learning Materials

Denicolo, P., & Becker, L. (2012c). What planning and organization details are required? In *Developing research proposals* (pp. 87-96). SAGE Publications, Ltd.

<https://doi.org/10.4135/9781526402226>

*Saybrook University Library:

<https://go.openathens.net/redirector/tcsedsystem.edu?url=https://methods.sagepub.com/book/developing-research-proposals/i589.xml>

Hancock, C. (Ed.) (2018). Dissertations (Vols. 1-4). In *The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation*. SAGE Publications, Inc.,

<https://doi.org/10.4135/9781506326139>

*Saybrook University Library:

<https://go.openathens.net/redirector/tcsedsystem.edu?url=https://methods.sagepub.com/reference/the-sage-encyclopedia-of-educational-research-measurement-and-evaluation/i7482.xml>



Sudheesh, K., Duggappa, D. R., & Nethra, S. S. (2016). How to write a research proposal? *Indian Journal of Anaesthesia*, 60(9), 631. <https://doi.org/10.4103/0019-5049.190617>

*Saybrook University Library: <https://www.proquest.com/docview/1838734944?pq-origsite=primo&accountid=34120>

Wentz, E. (2014f). The academic village. In *How to design, write, and present a successful dissertation proposal* (pp. 96-114). SAGE Publications, Ltd.

<https://doi.org/10.4135/9781506374710>

*Saybrook University Library:

<https://go.openathens.net/redirector/tcsedsystem.edu?url=https://methods.sagepub.com/book/how-to-design-write-and-present-a-successful-dissertation-proposal/i763.xml>

Supplemental Learning Materials

University of Southern California. (n.d.). *Topic 2: Overview of the dissertation process*.

<http://dissertationedd.usc.edu/introduction-for-overview-of-the-dissertation-process.html>

Learning Activities

- Discussion Activity 10: Supporting Colleagues – Study Groups
- Key Assignment 1: Research Prospectus Sections 1 and 2

Week 15: Course Evaluations



Academic Expectations and Procedures for Timely Course Completion

Expectations for Students

All students are expected to:

1. Post attendance in all Canvas courses within the first week of the new semester/term. (e.g., complete attendance quiz or post to discussion board in Canvas shell).
2. Participate in all components of the course.
3. Log in to the Canvas course at least 2 times/week.
4. Check the announcement forum to view updates from the instructor.
5. Respond to faculty questions posed to you in Canvas or via email.
6. Demonstrate professional behavior and respect for classmates, instructors, and staff at all times as set forth in the Academic Catalog. See [Saybrook's policy on Professional Comportment](#).
7. Submit assignments by the designated due date. Requests for extensions must be submitted in writing, prior to the submission deadline, and will be granted at the instructor's discretion. The instructor may deduct points for late assignments.
8. Attend and actively participate in all required videoconferences. If scheduling conflicts prohibit live attendance, instructors must receive written notification in advance and an alternate assignment will be issued. Make-up work for unexcused videoconferences are granted at the instructor's discretion and may result in a loss of points.
9. Check Saybrook student email account daily and respond within 24-48 hours.
10. Fulfill any Residential Orientation/Residential Conference components required by the course or their program (virtual or in-person) and adhere to attendance and etiquette guidelines posted on the [University Learning Experiences site](#).

Faculty Expectations/Course Engagement Requirements for all Faculty

1. Faculty are expected to interact with students in their online course at least three (3) times per week. Note: Substantive faculty interactions with students may/often include (but are not limited to) methods such as email, phone, videoconference, Residential Conference meetings.
2. Saybrook Faculty are expected to respond to students by using their Saybrook email address (@saybrook.edu), Canvas inbox, or by phone within two (2) business days no matter where they are located.
3. In addition to scheduled student appointments, Faculty are expected to post and provide two (2) hours of drop-in office hours via videoconference a month. These time blocks should be no less than thirty (30) minutes each. Office hours can be offered during normal business hours.
4. Follow through on student inquiries and requests as it relates to academic progress by providing reasonable accommodations (e.g., holding virtual office hours or sharing additional instructional materials).
5. Utilize University offered resources to maintain technology skills specific and appropriate to each program and process.
6. Faculty will contact students enrolled in their course within the first week of the new semester/term and prior to residential and educational conferences.



7. For individually mentored courses, faculty will schedule with each student regular online and off-line communication.
8. For other course designs, faculty will demonstrate how they are engaging students in a consistent and meaningful way across the semester or term.
9. Faculty will return student papers with feedback for assignments submitted through Canvas within the following guidelines (applicable to candidacy essays, MA theses/projects, and dissertations):
 - 1 week for work less than 5 pages in length
 - 2 weeks for work up to 25 pages in length
 - 3 weeks for work 26-50 pages in length
 - 4 weeks for work over 50 pages in length
10. Faculty will reach out to students who are not engaged in the course or are at risk of not successfully completing the course, as well as notifying the appropriate administrative personnel.
11. Course papers must be graded according to the course evaluation deadline in the academic calendar.

University Policies

Multiculturalism and Diversity

Saybrook University is committed to embracing multiculturalism and diversity throughout the curriculum. All courses seek to integrate considerations of multiculturalism and diversity in the course content and discussions. Faculty and students are expected to demonstrate respect for diversity in all course-related communication, including age, ethnicity, sex, gender, gender identity, handicap, disability, genetic information, marital or parental status, national origin or ancestry, race, color, religion, creed, arrest record, military or veteran status, or sexual orientation or any other impermissible basis. Additional information regarding Saybrook's [Prohibition of Discrimination, Harassment, and Retaliation policy](#) is located in the [Saybrook University Catalog](#).

Academic Integrity

Honesty in use of sources and original writing by the student are expected. The graduate units to be earned in the course and their application to earning the program degree depend on this integrity in completion of all assigned work for the course. A high standard of individual work in scholarly writing is to be demonstrated. Acts of misconduct, such as plagiarizing sources, submitting work written by others, submitting written work already presented in another paper, and incorrect attribution of material, are unacceptable and will be subject to The [Student Code of Conduct](#) as described in the [Saybrook University Catalog](#). All work of the student for the course may be subject to review through Turnitin to determine originality of material.

Saybrook's official source for appropriate citations and authoring conventions is the current American Psychological Association Publication Manual, and is supplemented by Saybrook's Handbook of Format and Style for Proposals, Dissertations, Theses, and Projects.



A downloadable copy of the Handbook of Format and Style is available on the [Saybrook Student Community/Gateway](#). Additionally, Saybrook provides access to students and faculty to Turnitin/Feedback Studio reports, which assist with appropriate citation methodology.

The reuse of one's own previous work is also a form of plagiarism. Dual submissions of written work may not occur within course papers submitted prior to that stage of the doctoral program or at all in the M.A. program. That is, do not include materials you have already written for one course in a paper for another course. Remember that academic fraud also includes the unauthorized collaboration on papers as well as other academic exercises. That is, students must submit their own original work, not the work of others or work completed during another course while at Saybrook. It is the responsibility of students to consult with their instructors concerning what constitutes permissible collaboration.

Disability Accommodation

In compliance with Section 504 of the Americans with Disabilities Act, Saybrook University seeks to support students with documented special needs that qualify under federal law. Any student with 504/ADA needs should have necessary paperwork on file with the Office of Student Affairs, overseen by the Dean of Students, so that recommended accommodations can be arranged promptly. The ADA accommodations process is an interactive one and may require meeting with a Student Affairs representative, faculty, and/or administrative support to achieve the most reasonable accommodations to support the student's success. Students should submit documentation from their treating professional with recommended academic accommodations before the beginning of the term; accommodations are not extended retroactively, but the ADA Coordinator and faculty will seek to work with students proactively to facilitate a level field of learning opportunities. The Accessibility Accommodations Request Form and Frequently Asked Questions are available on the [ADA Services Page](#). The Accessibility Accommodations Request Form and letter from your treating professional should be submitted to studentaffairs@saybrook.edu for review. Please note that an incomplete form or missing letter from a treating professional will delay establishing accommodations.

Technical Requirements and Support

Both students and faculty are expected to have sufficient skills to carry out their learning activities with the technologies needed to enable the student to fulfill the learning outcomes. Computer and navigation skills for word processing, email, the online learning platform, and internet usage are essential.