

Dissertation Preparation and Research (3 credits)
Spring 2022 Syllabus
Course Number 18:820:700:01

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Tuesdays, 9:00-11:45; Nelson Hall D340

Description: This course offers group guidance, supervision, and support for students at every stage in the dissertation process. In addition to support related to writing clearly and APA style, the course will include brief presentations on selected topics related to student dissertation needs and goals (e.g., conducting a literature review, power analysis, research design and methodology, writing research questions). Assignments are dissertation specific (e.g., mock proposal presentation, draft of literature review completed) and include weekly goal setting, discussion of progress in meeting goals, and troubleshooting barriers to meeting goals in a supportive environment.

Required Text

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

Selected articles and resources are uploaded in Canvas.

Tentative Weekly Schedule (Topics will be added or adjusted as needed)

Week 1 - January 18, 2022: Reviewing Course Goals, Expectations, and Syllabus

Reviewing where students are in the dissertation process. Planning for the semester and goal setting - how to best accomplish your dissertation goals using lessons from research on goal theory. Establishing assignments, timelines, and due dates.

Readings/Resources:

Locke, E., & Latham, G. P. (2006). New directions in goal-setting theory. *Current Directions in Psychological Science*, 15, 265-268. <https://doi.org/10.1111%2Fj.1467-8721.2006.00449.x>

Week 2 - January 25, 2022: Getting Started with Your Dissertation

Student review of dissertation progress and new goal setting. GSAPP procedures, process, and expectations for conducting a dissertation. Including securing a chair, focusing your topic, and elements of the dissertation proposal and process.

Readings/Resources:

GSAPP Dissertation Manual:

https://gsapp.rutgers.edu/sites/default/files/dissertation_manual_procedures_081319_irb.pdf

GSAPP Dissertation FAQs:

https://gsapp.rutgers.edu/sites/default/files/doc/student/dissertation_info/dissertation_faqs_final_july2014.pdf

Week 3 - February 1, 2022: Prewriting Strategies

Guest Speaker: Stacey Blackwell (Senior Director, Rutgers Learning Centers)

Prewriting strategies to enhance the writing process and address personal writing challenges.

Week 4 - February 8, 2022: Scientific Writing Structure and Mechanics

Student review of dissertation progress and new goal setting. Students present what they learned from chair interviews. Reviewing online tools to evaluate your writing. Identifying personal strengths and areas for growth in your writing related to structure and mechanics. Identify one research paper written at GSAPP or a draft of your dissertation that you will upload to Grammarly and Turn It In during class.

Readings/Resources:

Checking writing mechanics: <https://www.grammarly.com/>

Checking originality and citation mistakes: <https://canvas.rutgers.edu/external-apps/turnitin/>.

Week 5 - February 15, 2022: Conducting and Writing the Literature Review

Student review of dissertation progress and new goal setting. Goals and structure of the literature review. Identifying research problems and gaps in the literature, searching for literature, and keeping the literature organized. Using a rubric to guide the literature review.

Readings/Resources:

Writing the introduction: http://users.clas.ufl.edu/msscha/psych/report_intro.html

Endnote software to organize literature: <https://software.rutgers.edu>

Searching the literature: <https://www.apa.org/science/about/psa/2016/09/literature-search-tips>

Refining search results:

<https://frame-credocourseware-com.proxy.libraries.rutgers.edu/courses/course-v1:Rutgers+IL-MOD+2018/xblock/block-v1:Rutgers+IL->

Week 6 - February 22, 2022: Generating Research Questions and Hypotheses

Student review of dissertation progress and new goal setting. Writing research questions and hypotheses.

Readings/Resources:

Appelbaum, M., Cooper, H., Kline, R. B., Mayo-Wilson, E., Nezu, A. M., & Rao, S. M. (2018). Journal article reporting standards for quantitative research in psychology: The APA Publications and Communications Board task force report. *American Psychologist*, 73(1), 3-25. <http://dx.doi.org/10.1037/amp0000191>

Week 7 - March 1, 2022: Mastering APA Style

Student review of dissertation progress and new goal setting. Mastering APA style.

Readings/Resources:

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

APA Style: https://owl.purdue.edu/owl/purdue_owl.html

APA Style Guides and Resources: <https://apastyle.apa.org/>

Quick reference guide for formatting references: <https://apastyle.apa.org/instructional-aids/reference-guide.pdf>

Week 8 - March 8, 2022: Structuring and Writing the Method

Key elements of a method section. Research methods and designs – quantitative methods applied to dissertation

Readings/Resources:

Appelbaum, M., Cooper, H., Kline, R. B., Mayo-Wilson, E., Nezu, A. M., & Rao, S. M. (2018). Journal article reporting standards for quantitative research in psychology: The APA Publications and Communications Board task force report. *American Psychologist*, 73(1), 3-25. <http://dx.doi.org/10.1037/amp0000191>

 March 15th- RU Spring Break 

Week 9 - March 22, 2022: Conducting a Survey Study

Student review of dissertation progress and new goal setting. Survey studies, order effects in surveys, developing a questionnaire or survey. Qualitative and mixed methods applied to dissertation.

Readings/Resources:

DeVellis, R. F. (1991). Guidelines in scale development. In *Scale development: Theory and applications* (pp. 51-91). Sage.

Giles, D. (2002). Scale design and construction. In *Advanced Research Methods in Psychology* (pp. 103-120). Routledge. <https://psycnet.apa.org/record/2002-06492-000>.

Writing survey questions: <https://www.pewresearch.org/our-methods/u-s-surveys/writing-survey-questions/>

Seven tips for good survey questions: https://www.youtube.com/watch?v=lq_fhTuY1hw

Bias in surveys: <https://www.youtube.com/watch?v=RwMmrUEVW4U>

Week 10 - March 29, 2022: Conducting and Writing the Power Analysis

Student review of dissertation progress and new goal setting. Conducting and writing your power analysis

Readings/Resources:

Cohen, J. (1992). Power primer. *Psychological Bulletin*, 112, 155-159.

<https://doi.org/10.1037/0033-2909.112.1.155>

Faul, F., Erdfelder, E., Buchner, A., & Lang, A.-G. (2009). Statistical power analyses using G* Power 3.1: Tests for correlation and regression analyses. *Behavior Research Methods*, 41(4), 1149-1160. <https://doi.org/10.3758/BRM.41.4.1149>

Week 11 - April 5, 2022: Writing Results and Discussion

Student review of dissertation progress and new goal setting. Writing analyses, results, and discussion. Creating tables and figures for your dissertation study

Readings/Resources:

Duquia, R. P., Bastos, J. L., Bonamigo, R. R., González-Chica, D. A., & Martínez-Mesa, J. (2014). Presenting data in tables and charts. *Epidemiology and Biostatistics Applied to Dermatology*, 89, 280-285. <https://doi.org/10.1590/abd1806-4841.20143388>

Cook, T. D., Campbell, D. T., & Shadish, W. (2002). Statistical conclusion validity and internal validity. In *Experimental and quasi-experimental designs for generalized causal inference* (pp. 33-63). Houghton Mifflin.
<https://www.alnap.org/system/files/content/resource/files/main/147.pdf>

Cook, T. D., Campbell, D. T., & Shadish, W. (2002). construct validity and external validity. In *Experimental and quasi-experimental designs for generalized causal inference* (pp. 64-102). Houghton Mifflin.
<https://www.alnap.org/system/files/content/resource/files/main/147.pdf>

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

Writing the discussion: http://users.clas.ufl.edu/msscha/psych/report_discussion.html

Week 12 - April 12, 2022: Data Analysis and Missing Data

Student review of dissertation progress and new goal setting. SPSS refresher, using excel to create figures, dealing with missing data. Running descriptives and preparing data for analysis.

Readings/Resources:

Schafer, J. L., & Graham, J. W. (2002). Missing data: our view of the state of the art. *Psychological Methods*, 7(2), 147-177. <https://doi.org/10.1037/1082-989X.7.2.147>

Creating APA Figures in Excel: <https://www.youtube.com/watch?v=V0DXqtMtHfA>

SPSS Primer/Tutorial: <http://www.mcourses.net/cours/pdf/leilcllic1/leilcllic204.pdf>

Week 13 - April 19, 2022: The Dissertation Oral Proposal and Defense

Student review of dissertation progress and new goal setting. Panel discussion GSAPP Alumni – Hindsight is 20/20. How to prepare for the dissertation oral proposal and defense.

Readings/Resources:

Wong, H. (2010). Preparing for the oral defense of the dissertation. *ASQ Higher Education Brief* www.asq.org.

Week 14: April 26, 2022: Mock Proposals and IRB Procedures

Student review of dissertation progress and new goal setting. Summer planning/commitment for dissertation progress. Student mock proposal/defense. IRB procedures.

Malone, R. E., Yerger, V. B., McGruder, C., & Froelicher, E. (2006). "It's like Tuskegee in reverse": a case study of ethical tensions in institutional review board review of community-based participatory research. *American Journal of Public Health*, 96(11), 1914-1919. <https://ajph.aphapublications.org/doi/full/10.2105/AJPH.2005.082172>

Week 15: May 3, 2022: Mock Proposals and Planning for Continued Dissertation Progress

Student review of dissertation progress and new goal setting. Summer planning/commitment for dissertation progress. Student mock proposal/defense.

Other Resources

Academic Writing Resources

- Improving academic writing style: <https://writing.wisc.edu/handbook/Academic>
- Bank of phrases to use in academic writing: <http://www.phrasebank.manchester.ac.uk/>

- Books to support writing a dissertation:
<https://writing.wisc.edu/handbook/assignments/dissbooks/>

Dissertation Writing Texts

Roberts, C. M. (2010). *The Dissertation journey: A practical and comprehensive guide To planning, writing, and defending your dissertation*. Corwin Press.
https://www.google.com/books/edition/The_Dissertation_Journey/YYFuxoeoiWMC?hl=

Lyons, P. & Doueck, H. J. (2010). *The dissertation: From beginning to end*. Oxford University Press.
https://www.google.com/books/edition/The_Dissertation/WhwTDAAAQBAJ?hl=

Goal Setting Resources

Harkin, B. et al. (2016). Does monitoring goal progress promote goal attainment? A meta-analysis of the experimental evidence. *Psychological Bulletin*, 142, 198-229.
<https://doi.org/10.1037/bul0000025>

Latham, G. P., & Locke, E. A. (2006). Enhancing the benefits and overcoming the pitfalls of goal setting. *Organizational Dynamics*, 35, 332-340.
<https://doi.org/10.1016/j.orgdyn.2006.08.008>

GSAPP Dissertation Resources

- GSAPP Dissertation Procedures: <https://gsapp.rutgers.edu/current-students/dissertation-material>

Order Effects

Garbarski, D., Schaeffer, N. C., & Dykema, J. (2015). The effects of response option order and question order on self-rated health. *Quality of Life Research*, 24, 1443-1453.
<https://doi.org/10.1007/s11136-014-0861-y>

Power and Sampling

Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Routledge.

Maxwell, S. E. (2000) Sample size and multiple regression analysis, *Psychological Methods*, 5, 434-458. <https://doi.org/10.1037/1082-989X.5.4.434>

Productivity Tools:

The real reason you procrastinate podcast: https://www.youtube.com/watch?v=yIs_zfHF8Cg

Free tools to help scientists write better: <https://www.annaclemens.com/blog/16-free-tools-scientists-write-better-more-productively>

Publishing Your Dissertation

Publishing your dissertation: <https://www.apa.org/gradpsych/2006/03/dissertation>

Seven steps to publishing in a scientific journal. <https://www.elsevier.com/connect/7-steps-to-publishing-in-a-scientific-journal>

Qualitative Research Methods

Creswell, J. W., & Miller, D. L. (2000). Determining validity in qualitative inquiry. *Theory Into Practice*, 39(3), 124-130. https://doi.org/10.1207/s15430421tip3903_2

Levitt, H. M., Bamberg, M., Creswell, J. W., Frost, D. M., Josselson, R., & Suárez-Orozco, C. (2018). Journal article reporting standards for qualitative primary, qualitative meta-analytic, and mixed methods research in psychology: The APA Publications and Communications Board task force report. *American Psychologist*, 73(1), 26-46. <https://doi.org/10.1037/amp0000151>

Research Design, Methods, and Analyses

Donders, A. R. T., Van Der Heijden, G. J., Stijnen, T., & Moons, K. G. (2006). A gentle introduction to imputation of missing values. *Journal of Clinical Epidemiology*, 59(10), 1087-1091. <https://doi.org/10.1016/j.jclinepi.2006.01.014>

Leary, M. R. (1995). *Introduction to behavioral research methods* (2nd Ed.). Brooks/Cole.

Leedy, P. D., & Ormrod, J. E. (2015). *Practical research: Planning & design* (11th Ed). Pearson.

Hosp, J. L. (2016). What school psychologists need to know about multilevel modeling. *Communique*, 44(7), 4-6. <http://www.nasponline.org/publications/>

Rutgers Dissertation Repository

- Finding dissertations: <https://rucore.libraries.rutgers.edu/etd/>

Writing Your Literature Review

- An Overview for Graduate Students: https://www.youtube.com/watch?v=t2d7y_r65HU
- Tips for Writing a Literature Review: <https://www.youtube.com/watch?v=rUNOBFponjc>
- Writing the Literature Review: <https://www.youtube.com/watch?v=70n2-gAp7J0>

Classroom Culture

Respect for Diversity and Commitment to Intersectionality: I would like to acknowledge that we are all individuals with multiple sociocultural identities that intersect and shape our worldview

through the lens of privilege and oppression. As your instructor I am committed to minimizing systemic forces of oppression within the classroom such as ableism, classism, racism, sexism, transphobia, and heterosexism in efforts to create a safe learning environment for all of us.

It is also my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class is viewed as a resource, strength and benefit. Your suggestions are encouraged and appreciated, and I ask that you join me in this commitment to foster respect for one another, enhance solidarity, and build community.

COVID-19 Protocols at Rutgers: To protect the health and well-being of all members of the University community, masks must be worn by all persons on campus when in the presence of others (within six feet) and in buildings in non-private enclosed settings (e.g., common workspaces, workstations, meeting rooms, classrooms, etc.). Masks must be worn during class meetings; any student not wearing a mask will be asked to leave. Masks should conform to CDC guidelines and should completely cover the nose and mouth:

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/about-face-coverings.html>

Each day before you arrive on campus or leave your residence hall, you must complete the brief survey on the [My Campus Pass symptom checker](#) self-screening app.

Because of the mask requirement, food is not allowed during in-person class meetings at GSAPP.

Statement on Disabilities: Rutgers University welcomes students with disabilities into all University's educational programs. To receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations to share with me. To begin, please complete the Registration form on the ODS web site <https://ods.rutgers.edu/students/registration-form>.

Names and Pronouns: Class rosters are provided with student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Person-First Language: Please refer to the APA Publication Manual (7th Edition, Section 5.4) for guidelines related to using person first or identify first language when writing and speaking about individuals with disabilities and/or special needs (<https://apastyle.apa.org/style-grammar-guidelines/bias-free-language/disability>)

Statement on Academic Integrity: The University's academic integrity policy, to which this class will adhere, can be reviewed at: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>. All suspected infractions of academic integrity will be referred to the GSAPP Deans Office who will consult with the Rutgers Office of Student Conduct regarding disciplinary action.

Grading Policies: APA Style (7th Edition) is required for all written assignments. https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html Please be particularly attentive to APA style guidelines related to point of view, word choice, bias, citations, quotations, and editorializing.

Written assignments are due at the beginning of class.

Please write in a formal (rather than colloquial) manner. Review all written assignments to correct/address grammatical errors. In the case of documented emergency, deadlines may be adjusted at the discretion of the instructor. Course grading follows criteria established by Rutgers University:

A = 90 – 100

B+ = 85 – 89

B = 80 – 84

C = 70 – 79

F = 0 – 59