

**Nova Southeastern University
Abraham S. Fischler College of Education
Syllabus**

I. BENCHMARK PREFIX, NUMBER, AND TITLE: DISR 8967 – Applied Dissertation 2: Proposal Development (3 credits)

II. CONTACT INFORMATION

A. Dissertation Chair:

The student works directly with his/her dissertation chair to develop the dissertation proposal. The student should contact his/her dissertation chair for any questions regarding this benchmark.

B. Dissertation Support Services:

Please visit the Dissertation Support Services (DSS) website for further information:

<http://education.nova.edu/applied-research/dissertation-support-services.html>

III. DESCRIPTION

A. Catalog Description: In this benchmark the student will write Chapters 1 and 2 of the Dissertation Proposal. He/She will refine the problem statement, background and justification, the purpose statement, and research questions that were developed in DISR 8966 Applied Dissertation 1: Prospectus. In addition, the student will write an exhaustive literature review on the topic and identify a suitable, well-developed theoretical or conceptual framework for the proposed study. This will be done using primarily current, peer reviewed journal articles and other scholarly resources such as textbooks, dissertations, conference presentations, etc. In addition, when necessary, the student may also reference other credible sources such as official websites reports, etc.

Note: For all dissertation benchmarks, there is no course in Blackboard. Instead the student works directly with his/her dissertation committee.

B. Prerequisite/s: DISR 8966 - Applied Dissertation 1: Prospectus

IV. STUDENT LEARNING OUTCOMES

Upon completion of DISR 8967, the student will:

1. In Chapter 1, clearly articulate the research problem or phenomenon of interest and provide strong evidence of the background and justification for the research problem or phenomenon using key terminology from that particular area of research.
2. In Chapter 2, using primarily current, peer-reviewed journal articles, as well as, other scholarly, credible resources from a variety of sources (including NSU's electronic databases), write an exhaustive, synthesized literature review of prior research on the

problem or phenomenon, identifying gaps in the the literature and also one or more suitable theoretical or conceptual frameworks for the study.

3. From the exhaustive literature review in Chapter 2, construct a list of research questions that will be the focus of the study to be undertaken.
4. Throughout Chapters 1 and 2, demonstrate scholarly writing and self-editing skills that include mastery of APA and the *FCE Format Guide for the Applied Dissertation*.

V. RECOMMENDED MATERIALS

Creswell, J. W. (2015). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (5th ed.). Upper Saddle River, NJ: Pearson.

Galvan, J. L. (2014). *Writing literature reviews: A guide for students of the social and behavioral sciences* (6th ed.). Glendale, CA: Pycszak.

Harris, R. A. (2014). *Using sources effectively: Strengthening your writing and avoiding plagiarism* (4th ed.). Glendale, CA: Pycszak.

Joyner, R. L., Rouse, W. A., & Glatthorn, A. A. (2013). *Writing the winning thesis or dissertation: A step-by-step guide* (3rd ed.). Thousand Oaks, CA: Corwin Press.

VI. ASSISTANCE WITH APA, FORMATTING AND WRITING:

Resources at Nova Southeastern University

SharkWrites: The Abraham S. Fischler College of Education Writing Resource Center.

(2015). Retrieved from <http://sharkwrites.nova.edu/>

American Psychological Association. (2010). *Publication manual of the American*

Psychological Association (6th ed.). Washington DC: Author.

<http://sherman.library.nova.edu/auth/index.php?aid=880>

Nova Southeastern University, Abraham S. Fischler College of Education. (2016). *Format guide for the applied dissertation*. Retrieved from <http://education.nova.edu/applied-research/forms/FGAD%20May%202016.pdf>

Alvin Sherman Library, Research, and Information Technology Center. (n.d.). *Plagiarism-learn what it is and how to avoid it*. Retrieved from <http://nova.campusguides.com/plag>

Other Resources

American Psychological Association. (2016). *APA style*. Retrieved from <http://www.apastyle.org/>

American Psychological Association. (2014). *Basics of APA style tutorial*. Retrieved from <http://flash1r.apa.org/apastyle/basics/index.htm>

American Psychological Association. (2015). *What's new in the sixth edition of the publication manual*. Retrieved from <http://www.apastyle.org/learn/tutorials/brief-guide.aspx>

The Iris Center. (2016). *IRIS modules*. Retrieved from <http://iris.peabody.vanderbilt.edu/>
[Special Education Resources]

The Purdue Online Writing Lab. (1995-2016). Retrieved from <http://owl.english.purdue.edu/>

Warlick, D., & The Landmark Project. (2000–2016). *Son of citation machine*. Retrieved from <http://citationmachine.net/>

VII. DESCRIPTION OF ACTIVITIES

The student will submit Chapters 1 and 2 described below to his/her dissertation chair via ADRIANA (<https://adriana.nova.edu/>). The document must adhere to the [Format Guide for the Applied Dissertation](#) and the current APA style.

- A. Develop a timeline for successful completion of this benchmark.
- B. Writing Chapter 1
Expand the document that was approved for DISR 8966 Applied Dissertation 1: Prospectus into Chapter 1, incorporating new information found (in the process of the exhaustive literature review) on the research problem or phenomenon of interest, its background and justification.
- C. Writing Chapter 2
 1. Prepare a table of the sources to be used in the literature synthesis by type and year of publication (e.g. peer-reviewed journal article, textbook, dissertation, conference presentation, report, official website, etc.). This will help determine if the sources are suitable and also adequate to write an *exhaustive* literature review.
 2. Create an outline of the literature synthesis with headings and sub-headings.
 3. Expand this outline to write the *synthesis* of literature, ensuring a smooth transition of ideas and narrative.
 4. Include a section on the theoretical or conceptual framework that will form the basis of the study.
 5. Describe methodologies that have been used in prior research while beginning to think about a suitable methodology to address the research questions in the proposed study.
- D. Construct a chart to show the alignment of the problem statement, purpose of the study and the research questions.

VIII. GRADING CRITERIA

At the beginning of each academic semester, the student and his/her dissertation chair will establish a set of expectations that leads to the submission of at least one agreed-upon written product that may or may not lead to benchmark completion. The written product must be submitted to the dissertation chair by the end of the 10th week of the semester through ADRIANA.

This dissertation benchmark is graded as Pass (P), In Progress (PR), or No Progress (NPR):

Pass (P) - Student has completed Chapters 1 and 2 of the applied dissertation and this benchmark is approved in ADRIANA by both the dissertation committee member and dissertation chair.

In Progress (PR) - Student is in the process of working on Chapters 1 and 2 of the applied dissertation and demonstrates measurable progress.

No Progress (NPR) – Student has failed to demonstrate measurable progress.

Checklist

When submitting Chapters 1 and 2 to the dissertation chair, the student will also complete and submit the Checklist below. The dissertation chair is responsible to check and confirm that all the necessary sections are included and/or write a comment prior to approval. This Checklist and Chapters 1 and 2 must be uploaded to ADRIANA for approval in ADRIANA.

Proposal Development Checklist

| Preliminary Pages | |
|---|-----------------------------|
| Item | Page number/ Comment |
| 1) Title Page | |
| a) Title is succinct, clear and reflects the essence of the study | |
| 2) Table of Contents | |
| a) Contains key headings | a) |
| b) All tables, figures, and appendices (if any) are listed | b) |
| Chapter 1: Introduction | |
| Item | Page Number |
| 1) Introduction | |
| 2) Statement of the Problem | |
| a) Research problem is clearly stated | a) |
| b) Impact of problem is described | b) |
| 3) Background and Justification of the Problem | |
| a) Detailed, documented evidence of problem provided | a) |
| b) Brief review of literature supporting the existence of the problem | b) |
| c) Problem is within range of student’s influence | c) |
| d) Includes other salient information | d) |
| 4) Deficiencies in the Evidence | |
| a) Gaps in the current literature are identified | a) |
| b) Student clearly states how the current study will address the deficiencies in the evidence | b) |
| 5) Purpose of the Study | |
| a) The purpose of the study is clearly stated | a) |
| b) The purpose is appropriate and feasible | b) |
| 6) Definition of Terms | |

| Preliminary Pages | |
|---|-----------------------------|
| Item | Page number/ Comment |
| a) Conceptual definitions are provided for all study variables and key terminology | a) |
| Chapter 2: Review of Related Literature | |
| Item | Page Number |
| 1) Introduction | |
| 2) Review of Related Literature | |
| a) The literature review is comprehensive and exhaustive | a) |
| b) The theoretical or conceptual framework for the study is appropriate, and well-developed | b) |
| c) The review establishes the significance of the proposed study | c) |
| d) Major/seminal research articles pertaining to study are included | d) |
| e) Sources are appropriate, consisting mostly of current, peer-reviewed journal articles, as well as other scholarly and credible sources | e) |
| f) Methodologies used in prior research are discussed setting the groundwork for the choice or methodology for the proposed study | f) |
| g) The literature review is organized, cohesive, well-sequenced, integrated, and transitions appropriately | g) |
| h) The literature review establishes a clear pathway to the research questions in the proposed study | h) |
| 3) Research Questions | |
| a) Formulated based on theory, previous research, and professional experience | a) |
| b) Stated in the form of a question | b) |
| c) Focused and clear | c) |
| References | |
| Item | Page Number |
| a) References are accurate and corresponds to the in-text citations | a) |
| b) Reference list adheres to correct APA style | b) |
| Overall | |
| Item | Page Number |
| a) Adheres to the <i>Format Guide for the Applied Dissertation</i> and current APA style. | a) |

(Syllabus developed in April 2017)