Course Description: Thesis Support Seminar  
Winter 2010

Brigham Young University  
Department of Counseling Psychology and Special Education

**Course Title:** Counseling Psychology and Special Education 699R: Research Seminar II: Writing the Literature Review

**Course Credit:** Variable 1-6 (take 1 semester hour this semester)

**Room & Time:** 341 MCKB Tuesdays 4:30 (exact dates to be determined)

**Instructor:** Dr. Darlene Anderson  
237D MCKB  
422-7603 (office)  
801-205-1286 (cell, if necessary)  
Darlene_Anderson@byu.edu

**Office Hours:** Tuesdays and Thursdays 3:00 to 4:00 pm and by appointment

**Course Description:** The schedule requires graduate students to register for thesis credit six semesters of the program. The purpose of the Thesis Support Seminar is to support graduate students through the conception, development, and completion of the thesis. The seminar provides students with support as well as a forum in which to discuss the progress of the thesis and related problems and issues. Writing the literature review and preparing for the prospectus defense will be the focus of Research Seminar II.

**Prerequisites:** Admission into the Special Education Master of Science Program and progress toward program completion.

**Course Objectives:** This course is designed to assist students in completing the literature review for the Master of Science thesis and to prepare a professional manuscript for publication.

**Evaluation:** Pass/Fail. Upon successful completion of your thesis, you will receive a passing grade. You will receive a T grade at the end of this semester (this indicates that this grade is in transition and will be posted at a later date).

**Required Text:**  

**Course Expectations:**

a. *Honor Code.* Students are expected to adhere to the BYU Honor Code.

b. *Preparation.* Students are expected to be prepared for each class by completing assignments and readings.
c. Participation. Students are expected to actively participate in discussions, and class writing and editing sessions.

d. Written Work. Written reports are expected to be professional. Reports should be free of spelling, grammatical, and typographical errors. Typewritten work should be written in American Psychological Association 6th Edition style.

e. Assignments. Assignments will be given, but no grade will be issued. Students will be encouraged to work with the chair of their committee to evaluate their progress and quality of their work.

Course Outline & Schedule

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topics</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>1</td>
<td>01/12/10</td>
<td>Report Progress; Complete Survey; Setting dates; Goal Setting Activity; Introduction to Writing the Literature Review: Identifying and Narrowing the Topic. Class Format</td>
<td>Bring a copy of research question</td>
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<td>2</td>
<td>01/26/10</td>
<td>Searching for Literature in Professional Journals; Retrieving and Evaluating Information from the Web; Evaluating and Interpreting Research Literature. Writing Circle</td>
<td>Report on accomplishment of personal goal Bring a copy of tentative lit review outline Bring 3 copies consisting of 1-2 pages of initial literature review draft</td>
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<td>3</td>
<td>02/09/10</td>
<td>Taking Notes and Avoiding Unintentional Plagiarism; Preparing a Topic Outline for the First Draft; Building Tables to Summarize Literature. Writing Circle</td>
<td>Report on accomplishment of personal goal Bring 3 copies consisting of 1-2 (additional) pages of literature review draft</td>
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<tr>
<td>4</td>
<td>02/23/09</td>
<td>Writing the Prospectus and Preparing for the Prospectus Defense University Deadlines, Forms Submissions Writing Circle</td>
<td>Report on accomplishment of personal goal Bring 3 copies consisting of 1-2 pages of literature review draft</td>
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<tr>
<td>Week</td>
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<td>Topic</td>
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<td>5</td>
<td>03/09</td>
<td>Writing the First Draft: Basic Principles; Preparing a Reference List</td>
<td>Report on accomplishment of personal goal</td>
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<td><strong>Writing Circle</strong></td>
<td>Bring 3 copies consisting of 1-2 pages of literature review draft</td>
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<td>6</td>
<td>03/23</td>
<td>Writing the First Draft: Optional Techniques</td>
<td>Report on accomplishment of personal goal</td>
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<td><strong>Writing Circle</strong></td>
<td>Bring 3 copies consisting of 1-2 pages of literature review draft</td>
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<td>7</td>
<td>04/06</td>
<td>Writing the First Draft: Additional Issues in Qualitative Reviews</td>
<td>Report on accomplishment of personal goal</td>
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<td><strong>Writing Circle</strong></td>
<td>Bring 3 copies consisting of 1-2 pages of literature review draft</td>
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<td>8</td>
<td>04/13</td>
<td>Revising and Refining the First Draft: Writing Titles and Abstracts;</td>
<td>Report on accomplishment of personal goal</td>
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<td></td>
<td></td>
<td><strong>Writing Circle</strong></td>
<td>Bring 3 copies consisting of 1-2 pages of literature review draft</td>
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**Methodologies/Teaching Strategies:** The course content will be taught and learned primarily through the following strategies: discussion of related readings; actual editing and writing opportunities; participation in writing groups.

**Honor Code Standards:** 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 my own 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.

**Statement on Diversity:** The McKay School of Education and Brigham Young University are committed to preparing students to serve effectively in a diverse society. In this course students will learn methods and material that may be adapted to various settings and contexts. Students are expected to demonstrate the knowledge, skills, and dispositions to effectively apply the course content when working with individuals and groups with varying abilities and backgrounds.
Preventing Sexual Harassment: Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU’s policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24 hours); or contact the Honor Code Office at 422-2847.

Students with Disabilities: Brigham Young University is committed to providing a working and learning atmosphere, which 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 (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the University Accessibility Center. 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. You should contact the Equal Employment Office at 422-5895, D-282 ASB.

McKay School of Education Mission Statement: The mission of the David O. McKay School of Education is to improve learning and teaching in the school, home, church, and community worldwide

BYU Special Education Program Mission Statement: We maximize the potential of diverse learners with individualized educational needs to elevate their quality of life. We accomplish this by supporting the mission and aims of a BYU education as we integrate teaching, research, and service. We specifically:

- Prepare competent and moral educators who select, implement, and evaluate research-based effective teaching practices and appropriate curriculum for learners with special needs.
- Prepare master special educators who provide collaborative leadership to foster the moral development and improve learning and social competence of exceptional children with challenging behaviors.
- Add to the knowledge base of special education and related disciplines through research.
- Serve and advocate for learners with individualized educational needs and others who support them.