

**RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK
COURSE OUTLINE**

**Bibliography & Proposal Development Seminar
16:910:659:01**

**Spring 2019
Doctoral Seminar Room – 390 George St
Wednesdays: 2:00 pm to 4:00 pm**

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I. Course Overview

This two-credit weekly seminar is designed for students who are in the second year of the PhD program and who are preparing to take the Qualifying Exam (QE) and begin developing the dissertation proposal in the following academic year. The course has two overlapping aims: (1) to provide a structured environment in which students take a dip dive into the literature of their substantive research area and (2) to introduce students to the structure and content of a dissertation proposal and to provide ideas and resources for getting started in developing their own proposals. We will discuss an iterative process of building a bibliography, conducting a literature review, and generating research ideas for a dissertation proposal. We will do it from the vantage point of each student's topical area of scholarly interest, focusing on areas in which unique contributions to the literature can be made. To that end, we will spend a fair amount of time critiquing the research literature in students' topical areas, consider potential research ideas and questions, and explore research methodological elements that may or may not be appropriate for these questions.

PhD education can be considered a type of apprenticeship where you acquire the skills of a scholar through practice and interaction with experts. Your dissertation chair and committee along with the PhD faculty (in and outside the School of Social Work) and your peers constitute a learning community where, ideally, you test ideas, debate and discuss, and together learn to effectively confront and communicate about the central issues of the discipline and professional social work practice. Experts — your professors, advisors and committee members — serve as your guides. Throughout this collaborative process, you build on the work of others and add to knowledge. You learn first to identify a researchable object of study. Then you learn to properly situate the issue within the literature. When research and writing is successful you find yourself in a community of peers and by establishing a reputation, through effective communication, you gain access to jobs and resources. It is hoped that by the end of the semester, each of you will have a sense of how to formulate a research question, narrow it, and situate it within a body of literature. Because this course will be taught as a seminar, you are expected to come prepared for all sessions.

III. Course Objectives

By the end of this seminar, the students should:

- 1) Be able to identify a realistic and focused research topic.
- 2) Be able to apply research skills to access scholarly information.
- 3) Be able to evaluate information from scholarly sources to assess their quality and credibility (e.g., reliability, accuracy, authority, timeliness, perspective, bias).
- 4) Be able to identify major seminar work in their substantive area of research
- 5) Be able to analyze and synthesize large volume of information from scholarly literature.
- 6) Prepare a presentation describing their substantive area of research.
- 7) Initiate an annotated bibliography on individual substantive area of interest.

IV. Course Requirements

Attendance, preparation for, and full participation in class is required. Students should also be prepared to discuss their substantive areas throughout the semester and utilize their understanding of their areas as they complete assignments. In addition, students will be graded on the timely submission of their assignments. The goal of these assignments is to help them refine and solidify their substantive area of interest and to make progress towards identifying a research question for dissertation. Grades will be assigned on a *pass/fail* basis.

1. Summary of Course Assignments:

No.	Due	Description of Assignment	Submit
1	2/13	Annotated bibliography on problem, background, & significance	Submit the following two files each time of submission (1) Minimum three annotated sources (2) One evaluative summary *Literature sources in PDF need to be submitted as well.
2	2/27	Annotated bibliography on theories or conceptual framework	
3	3/13	Annotated bibliography on empirical evidence of theorized relationships	
4	4/3	Annotated bibliography on data & sample	
5	4/17	Annotated bibliography on research methods & variable measurements, etc.	
6	5/1	Annotated bibliography on limitations & contributions	
7	5/18	Research question(s) and a thematic compilation of key annotations (Student is expected to make a PPT presentation with this assignment).	

2. Instruction for Assignments 1st Through 6th

- (1) Annotate a minimum of three sources of literature in the following way (Create one file and submit).
 - Extract and/or summarize informative content
 - Assess its usefulness and contribution in the field
 - Evaluate its relevance and applicability to your own research idea or question
 - Create one Word file and post it on Sakai Weekly Resource by the due date. Students are expected to present the assignments and discuss in class. Actual literature sources should be posted on Sakai Dropbox in PDF file.
- (2) Write a maximum 1-page evaluative summary of all sources in the following way (Create one file and submit).
 - Organize all extracted and/or summarized contents in a format useful for your research idea
 - Reflect on the summarized contents to further develop and/or refine your research idea
 - Create one Word file and post it on Sakai Weekly Resource by the due date. Students are expected to present the assignments and discuss in class.

3. Instruction for 7th (Final) Assignment

- (1) Create broad research question(s) suitable for dissertation research. Be sure to discuss, at minimum, significance of and rationales for the question(s) and post it on Sakai Weekly Resource.
- (2) Submit all compiled source materials grouped into sub-headed sections based on research questions. Create one Word file and post it on Sakai Dropbox.
- (3) Students are expected to present this assignment and discuss in class.

V. Required Readings

All weekly required readings available on Sakai course site.

Another potentially useful book for scientific and/or dissertation writing include the following:

1. Miller, J.E. (2013). *The Chicago guide to writing about multivariate analysis*, second edition. Chicago, Ill: The University of Chicago Press.
2. James P. Sampson (2017) *A Guide to Quantitative and Qualitative Dissertation Research*. Available at [Jrhttp://diginole.lib.fsu.edu/islandora/object/fsu:207241/datastream/PDF/view](http://diginole.lib.fsu.edu/islandora/object/fsu:207241/datastream/PDF/view)

VI. Weekly Course Outlines

Week	Date	Tentative Topics
1	Jan. 23	<ul style="list-style-type: none"> ✚ Review of course syllabus ✚ What is an annotated bib? ✚ Review of citation management tools ✚ Introduction to student research interests <p><u>Pre-class readings (available on Sakai course site):</u></p> <ul style="list-style-type: none"> ▪ Purdue University Online Writing Lab – Annotated Bibliographies https://owl.english.purdue.edu/owl/resource/614/03/ ▪ University of North Carolina Writing Center – Annotated Bibliographies http://writingcenter.unc.edu/handouts/annotated-bibliographies/ <p><u>In-class activity:</u></p> <ul style="list-style-type: none"> ▪ Survey of students’ literature review practice
2	Jan. 30	<ul style="list-style-type: none"> ✚ Major content and process of a dissertation proposal ✚ How to generate research question through an iterative process of literature review (from area to topic to research questions) <p><u>Pre-class readings (available on Sakai course site):</u></p> <ul style="list-style-type: none"> ▪ Cronin, P., Ryan, F., & Coughlan, M. (2008). Undertaking a literature review: a step-by-step approach. <i>British Journal of Nursing</i>, 17(1), 38-43. ▪ Handout on Dissertation, UNC Writing Center, Available at https://writingcenter.unc.edu/tips-and-tools/dissertations/ ▪ Grant, M. J., & Booth, A. (2009). A typology of reviews: an analysis of 14 review types and associated methodologies. <i>Health Information & Libraries Journal</i>, 26(2), 91-108. <p><u>In-class activity:</u></p> <ul style="list-style-type: none"> ▪ Review of six sample dissertation proposals ▪ RU Social Science Indexes and Databases https://www.libraries.rutgers.edu/indexes ▪ Citation management tools https://www.libraries.rutgers.edu/researchers/citation_management_tools ▪ Types of Review http://guides.mclibrary.duke.edu/c.php?g=158155&p=1035849
3	Feb. 6	<ul style="list-style-type: none"> ✚ Literature review I: (1) Problem identification (2) background (3) significance, 1/2 <p><u>Pre-class readings (available on Sakai course site):</u></p> <ul style="list-style-type: none"> ▪ Hart, C. (1998). <i>Doing a literature review: Releasing the social science research imagination</i>. Sage. ▪ Randolph (2009). <i>A guide to writing a dissertation literature review</i> <p><u>In-class activity:</u></p> <ul style="list-style-type: none"> ▪ Review PhD Student Handbook (p.14-28) ▪ Review proposal samples for problem, background, and significance ▪ Outlining a ‘preliminary’ dissertation proposal
4	Feb. 13	<ul style="list-style-type: none"> ✚ Literature review I: (1) Problem identification (2) background (3) significance, 2/2 <p><u>Pre-class readings (available on Sakai course site):</u></p>

		<ul style="list-style-type: none"> Boote, D. N., & Beile, P. (2005). Scholars before researchers: On the centrality of the dissertation literature review in research preparation. <i>Educational researcher</i>, 34(6), 3-15. <p><u>In-class activity:</u></p> <ul style="list-style-type: none"> Student presentation and discussion of 1st assignment <p>1st assignment due: Annotated bib on problem/background/significance & evaluative summary</p>
5	Feb. 20	<p>✚ Literature review II: Major theories or conceptual framework, 1/2</p> <p><u>Pre-class readings (available on Sakai course site):</u></p> <ul style="list-style-type: none"> Grant, C., & Osanloo, A. (2014). Understanding, selecting, and integrating a theoretical framework in dissertation research: Creating the blueprint for your “house”. <i>Administrative Issues Journal</i>, 4(2), 4. Lyons, P., & Doueck, H.J. (2010). <i>The dissertation: From beginning to end</i>. New York: Oxford University Press. Pages 68-79. <p><u>In-class activity:</u></p> <ul style="list-style-type: none"> Review proposal samples for theories or conceptual frameworks Outlining major theories or conceptual frameworks
6	Feb. 27	<p>✚ Literature review II: Major theories or conceptual frameworks in the field, 2/2</p> <p><u>In-class activity:</u></p> <ul style="list-style-type: none"> Student presentation and discussion of 2nd assignment <p>2nd assignment due: Annotated bib on theories/conceptual frameworks & evaluative summary</p>
7	Mar. 6	<p>✚ Literature review III: Literature review on theorized relationships, 1/2</p> <p>✚ How to put together a dissertation committee</p> <p><u>Required reading before class:</u></p> <ul style="list-style-type: none"> Lyons, P., & Doueck, H.J. (2010). <i>The dissertation: From beginning to end</i>. New York: Oxford University Press, (1) pages 25-52; (2) Pages 55-68 <p><u>In-class activity:</u></p> <ul style="list-style-type: none"> Review proposal samples for literature review Outline empirical evidence on theorized relationships Identify potential committee members inside and outside of SSW
8	Mar. 13	<p>✚ Literature review III: Literature review on theorized relationships, 2/2</p> <p><u>In-class activity:</u></p> <ul style="list-style-type: none"> Student presentation and discussion of 3rd assignment <p>3rd assignment due: Annotated bib on literature review & evaluative summary</p>
<p>***** Spring Break*****</p>		

9	Mar. 27	<p>✚ Literature review IV: Data and sample</p> <p><u>Pre-class readings (available on Sakai course site):</u></p> <ul style="list-style-type: none"> Lyons, P., & Doueck, H.J. (2010). <i>The dissertation: From beginning to end</i>. New York: Oxford University Press, (pages 109-131) <p><u>In-class activity:</u></p> <ul style="list-style-type: none"> Review proposal samples for data and sample How to search and identify data sources How to assess data needs and quality
10	Apr. 3	<p>✚ Literature review IV: Data and sample</p> <p><u>In-class activity:</u></p> <ul style="list-style-type: none"> Student presentation and discussion of 4th assignment <p>4th assignment due: Annotated bib on data/sample & evaluative summary</p>
11	Apr. 10	<p>✚ Literature review V: Variable measurements and data analyses, 1/2</p> <p><u>Pre-class readings (available on Sakai course site):</u></p> <ul style="list-style-type: none"> APA Tables and Figures, available at https://owl.english.purdue.edu/owl/resource/560/19/ https://owl.english.purdue.edu/owl/resource/560/20/ Lyons, P., & Doueck, H.J. (2010). <i>The dissertation: From beginning to end</i>. New York: Oxford University Press, (pages 132-153) <p><u>In-class activity:</u></p> <ul style="list-style-type: none"> Review proposal samples for methods and analyses Outlining methods and analyses plans Creating with figures and table shells- CDC (2013), Creating an analysis plan)
12	Apr. 17	<p>✚ Literature review V: Variable measurements and data analyses, 2/2</p> <p><u>In-class activity:</u></p> <ul style="list-style-type: none"> Student presentation and discussion of 5th assignment <p>5th assignment due: Annotated bib on research methods & evaluative summary</p>
13	Apr. 24	<p>✚ Literature review VI: Limitations and contributions 1/2</p> <p><u>Pre-class readings (available on Sakai course site):</u></p> <ul style="list-style-type: none"> Lyons, P., & Doueck, H.J. (2010). <i>The dissertation: From beginning to end</i>. New York: Oxford University Press, (pages 154-178) <p><u>In-class activity:</u></p> <ul style="list-style-type: none"> Review proposal samples for limitations and contributions Outlining limitations and contributions
14	May. 1	<p>✚ Literature review VI: Limitations and contributions 2/2</p> <p><u>In-class activity:</u></p> <ul style="list-style-type: none"> Student presentation and discussion of 6th assignment <p>6th assignment due: Annotated bib on limitations and contributions & evaluative summary</p>

15	May. 8	 Student presentations Last assignment due: Research question(s) & thematic compilation of key annotations
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