

*Houston Graduate School of Theology equips women and men to be ministers and messengers of
God's mission of reconciliation through academic excellence,
personal transformation, and leadership development*

**COU 805 Doctoral-level Research in Counseling (1 credit hour)
Fall 2019**

Required Texts

- American Psychological Association (Ed.). (2010). *Publication manual of the American Psychological Association* (6th ed). Washington, DC: American Psychological Association.
- Belcher, W. A. (2009). *Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success*. Thousand Oaks, CA: SAGE Publications, Inc.
- Drake, P., & Heath, L. (2011). *Practitioner research at doctoral level: developing coherent research methodologies*. New York: Routledge.

Recommended Texts

- Fulton, J., & Smith, P. (2013). *The professional doctorate: a practical guide*. New York: Palgrave Macmillan.
- Strunk, W., & White, E. B. (2014). *The Elements of Style, Fourth Edition (7447521286972): William Strunk Jr., E. B. White, Text Editor, Roger Angell: Gateway* (4th ed.). Essex: Pearson Education.
- Willis, J., Inman, D., & Valenti, R. (2010). *Completing A Professional Practice Dissertation: A guide for doctoral students and faculty*. Charlotte, NC: Information Age Publishing, Inc.

Course Description

This course will provide students with practical skills for completing doctoral-level research. The course will focus upon planning, researching, and organizing, in order to write a doctoral-level research paper with the ultimate goal of producing better final DPC project reports or theses. One hour.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- A. Develop a thesis statement for an academic journal article, as evidenced by thesis statement and journal article (DPC-6);
- B. Distinguish academic from popular or pseudo-academic sources, as evidenced by annotated bibliography and journal article (DPC-2, 6); and
- C. Produce a well-researched, designed, and written journal article of doctoral level quality, as evidenced by a journal article (DPC-2, 6).

Pre-seminar Assignments: Due Monday, July 15, 2019

Read Drake. Be prepared to discuss the doctoral research process, especially as it pertains to professional practice doctoral research.

Post-seminar Assignment 1: Due Thursday, August 15, 2019

Read and work through the Introduction through Week 3 of Belcher and post your proposed thesis statement to the discussion board in the online learning environment. There you will receive feedback from the course instructor on focusing and sharpening your thesis statement as you continue writing your journal article. You must also post the journal to which you plan to submit your article for publication.

Post-seminar Assignment 2: Due Tuesday, October 15, 2019

Read and work through Weeks 4–12 of Belcher, following the outlined process for researching and composing a journal article. Your journal article should be turned in via the submission link provided in the online learning environment. Articles should be submitted to journals for publication by the due date, as well.

	Dates	Reading	Assignments	Due Dates
Pre-Seminar	May 15–July 15, 2019	Drake & Health	Prepare for class participation.	July 15, 2019
Seminar Week (July 14–20, 2019)				
Post-Seminar	July 21–August 15, 2019	Belcher, Intro–Week 3	Post thesis statement and selected journal for article submission.	August 15, 2019
	August 16–October 15, 2019	Belcher, Weeks 4–12	Turn in completed journal article and submit for publication.	October 15, 2019

Course Requirements (All assignments total 100 points)

- A. Course Reading and Classroom Participation (30 points)** – Students will complete all assigned reading according to when reading is due as indicated above. Students are expected to participate in discussion during the on-campus seminar. Students will receive up to 30 points for their participation in class and for maintaining the course reading schedule.
- B. Composition of a Thesis Statement (10 points)** – Students will follow the procedure outlined in Belcher’s book in the sections for Weeks 1–3 for the development of a thesis statement for their journal articles. Each student must post his or her thesis statement on the discussion board in the online learning environment by August 15. Once posted, the instructor will provide feedback and help the student to hone the thesis statement until it is appropriately focused for doctoral- level research.
- C. Journal Article (60 points)** – Students will continue following the procedure outlined in Belcher’s book in the sections for Weeks 4–12 to continue researching and writing their journal articles. Each student must post his or her completed journal article in the link provided in the online learning environment by October 15. The student must also submit the journal article to be considered for publication by the chosen academic journal. See the Attachment A for information on evaluation.

Student Workload Expectations – Total 50 hours

Class time – 3 hours

Reading (Drake = 109 pgs @ 20 pgs/hr; Belcher = 320 pgs @ 25 pgs/hr) – 19 hours

Journal Article (14 pages @ 2/hr – research, reflection, and writing) – 28 hours

Course Grading

Grading criteria include following the assignment, compiling a paper or project with graduate-level content, using proper grammar and writing techniques and adhering to correct formatting. Rubric will be provided for each assignment via CourseSites. Every assignment has a maximum number of potential points (indicated in Sections IV and V above), and together all assignments total 100 points. The final course grade will be assigned according to the following scale below. An “A” represents excellent work in all categories; “B” is good; “C” is fair; and “D” is poor. Pluses and minuses will be assigned as appropriate.

A	1000-950	B	890-850	C	790-750
A-	940-920	B-	840-820	C-	740-720
B+	910-900	C+	810-800	D	710-700

Classroom Values

In light of HGST’s mission to *equip women and men to be ministers and messengers of God’s mission of reconciliation*, and the institution’s confession of faith in Jesus Christ as Lord and Redeemer, students are expected to conduct themselves in accordance with values that reflect this mission and confession.

Course Protocols

- A. Communication:** Students can communicate with the professor through a variety of mediums. Virtual office hours via Zoom can be arranged by request. Emails will be answered within 72 hours, though every attempt will be made to respond within 24 hours. Please provide a subject that clearly lets the professor know you are an HGST student in every email. Voicemail is also checked daily.
- B. Technology:** Students are responsible for their own technology by backing up assignments, charging batteries, and making sure an internet connection will be available when needed. These are not valid excuses for failure to complete assignments on time.
- C. Due Dates:** Work is expected on the due date. Late assignments will not be accepted in most every case. If an emergency situation arises, contact the professor as soon as possible. Any late assignments that are accepted will receive no less than a 10% grade reduction for every day late. *Note: The calendar date will be taken quite literally as the due date, meaning that assignments should be turned in by 11:59 p.m. on the numerical date indicated within this syllabus.*

Classroom-related Academic Policies

- A. Regular submission of assignments on due dates in the syllabus are expected.
- B. Electronic Equipment Usage in Classrooms
It is expected that students will use technology (cell phones, laptop computers, iPads, etc.) during classes only for the purposes of class work. Therefore, students should

turn off cell phones and refrain from texting and using laptop computers during classes except for the purposes of taking notes or doing research specifically authorized by the course instructor. Students who have emergency needs not covered by this policy must ask for an exception from the course instructor.

- C. *Please review the Academic Catalog for requirements regarding Incompletes and Plagiarism issues. For more information on Library Services, please download the Library Handbook from the HGST website.*

Notes for Writing Assignments

For DPC students: APA formatting is accepted as prescribed in the *Publication Manual of the American Psychological Association, 6th edition*.

All students shall utilize 12-point Times New Roman font throughout. All written assignments should be turned in through CourseSites, uploaded as a PDF or Word document.

Critical, or formal, writing differs from colloquial writing or spoken English at several points. The student should note the following guidelines for critical writing. The instructor expects students to follow these guidelines strictly for academic-style assignments. Failure to do so will be penalized.

- Avoid second-person references and use the first person sparingly. Keep the written projects objective and professional. The student must remember that imperative forms are second person.
- Never use contractions.
- Avoid passive voice construction (i.e., The student should write “God chose Joshua” rather than “Joshua was chosen by God.”). Some exceptions are necessary but limiting the use of passive voice is a good policy.
- Be sure that number and tense always agree (i.e., Do not write in one place that “Brueggemann argues . . .” and at another place “Brueggemann argued . . .”). Subject-verb agreement is imperative.
- Spellcheck! Spellcheck! Spellcheck!
- Grammar check works as well!
- All pronouns should have clear antecedents. Avoiding “it is” and “there is” in the paper removes much of the ambiguity of pronoun usage.
- Sentence fragments are unacceptable. Every sentence must have a subject and a predicate.

Attachment A

Doctoral Level Research Paper Rubric

Criteria	Beginning (0–25%)	Developing (26–50%)	Accomplished (51–75%)	Exemplary (76–100%)
Content Focus: Clear thesis statement and purpose/focus (20% total points)	Lacks clear thesis statement and/or focus throughout.	Thesis is stated but too broad or undeveloped. Argumentation through paper not consistent.	Thesis is clear and provides some interest. Focus is consistent throughout most of the paper.	Thesis is clear, relevant, and engaging. Focus is consistent through the paper.
Content Analysis: Clear Understanding of the subject matter (30% total points)	Lacks adequate research or understanding of the topic. Analysis is superficial/personal rather than critical/academic.	Demonstrates general understanding of subject matter. Summarizes positions and arguments without much critical analysis.	Demonstrates more advanced understanding of the subject matter. Provides some critical analysis but lacks broader connections and implications.	Demonstrates high level of understanding of the subject matter. In addition to providing critical analysis, also articulates original conclusions or implications.
Content Sources: Appropriate base of evidence for the argument (15% total points)	Lacks sufficient sources to support the thesis and/or sources are too weak for doctoral level research.	Some evidence is provided, but only a few appropriate sources are used.	Thesis is supported adequately with appropriate sources.	Thesis is given compelling, thorough support through the use of diverse, strong academic sources.
Organization: Well-written and structured (25% total points)	Lacks the organization necessary for the reader to follow the argument.	Some organization is evident, but at times the argument or focus is lost on the reader.	Adequate organization allows the reader to follow the progression of the argument.	Clear organization provides the reader ease of following the argument and retain focus.
Writing Style: Quality of writing and required formatting (20% total points)	Poor quality of writing, use of English, and/or adherence to APA guidelines. Frequent errors in grammar, spelling, etc.	Average writing with some errors in grammar, spelling, etc. Utilizes APA guidelines.	Average writing with minor errors in grammar, spelling, etc. Utilizes APA guidelines.	Clear, quality writing with almost no errors in grammar, spelling, etc. Utilizes APA guidelines.