



Campus:

2400 Bridgeway Boulevard, Suite 290
Sausalito, California 94965 USA

Postal Mailing Address:

PO Box 564
Mill Valley, California 94942 USA

Website: www.EnergyMedicineUniversity.org

Phone: 415-331-1011

Fax: 415-331-9293

EMP 880: Thesis Proposal (3 credits)

COURSE DESCRIPTION

This course provides guidance and experience for defining a Masters research Thesis project; developing initial drafts of a literature review and assessing research methodologies appropriate and adequate if the project will entail clinical, laboratory or field researches. The course culminates in a thesis proposal.

COURSE AUDIENCE and PREREQUISITES

This course is open to graduate students in Energy Medicine University who are ready to proceed to candidacy for the Masters degree and to formally define their thesis project. Participants must complete (or be concurrently enrolled in) all academic coursework (except the thesis) required for the Masters degree before enrolling in this course.

COURSE OBJECTIVES

To prepare the applicant to formally begin the thesis stage of their program, as the final step towards completion of the requirements for the Masters degree.

The final project is the cornerstone of graduate degree work. It may take any of several forms, quantitative, qualitative, or participatory action research, or a major project demonstrating excellence, depending upon the expectations of the program faculty. In whatever form it takes, it must represent original work by the participant. At the Masters level, it is the demonstration of mastery of an advanced body of knowledge in a given field. The final project will take the form of a standard “traditional” academic thesis of 75 or more typewritten pages. The document will conform to the guidelines of the University, the expectations of faculty, and usage of the current APA style manual. This research preparation course is intended to empower the participants:

- To effectively plan and prepare to complete a Masters Thesis project which permits the demonstration of excellence within the student’s general area of study.
- To prepare an overall design of a project, an experiment or a critical analysis and synthesis in the chosen field of study.
- To plan for the effective interpretation of data and information from the planned study.
- To determine techniques for drawing valid conclusions.
- To understand the proper manner of reporting results to other scholars within the field of study.
- To understand the guidelines that govern the structuring of the academic argument, the presentation of the scholarly discussion, and the formatting of the document.

BRIEF NEED STATEMENT

Effective preparation is the first key to a thesis. A great deal of literature exists in support of building an effective thesis and sufficient time must be dedicated to reviewing appropriate University materials and recommended guidebooks to gain sufficient orientation to the standards, procedures, and expectations of the effective thesis process.

COURSE TOPICS

- Building effective thesis proposals
- Selecting and narrowing a research topic
- Justification of need for the project
- Establishing an effective research plan
- Selecting an appropriate research methodology
- Using a style manual
- Building the academic argument and scholarly presentation
- Presenting valid findings
- Testing the results
- Identifying limitations of the study
- Drawing appropriate conclusions
- Deriving recommendations for future research

FACULTY-STUDENT COMMUNICATIONS

- Telephone Contacts

The student will set up an initial telephone conference with the academic committee Chair to clarify a plan of action for the course. This initial contact will permit the transmission of clear expectations for completion of all requirements. Regular contact should be continued for the duration of the course.

- Email Communications

Frequent email communications between student and Chair should be initiated and continued for the duration of the course. Email communication may, during active stages, require up to three or more exchanges per week.

- Alternative Communications

Students may send communications and materials via postal service and fax, as appropriate, with permission of the Chair.

COURSE DELIVERY STYLE

Distance Education - Coursework is completed at a location determined by the student utilizing a computer that has the ability to play audio and video clips, with Microsoft Office Word, Excel, PowerPoint, Adobe Reader, along with a current web browser, internet connection and email address. Contact and communication with distance students is typically conducted by telephone, Internet, Skype, text chat, and email. Students are also encouraged to contact the University by facsimiles, and postal mail, and by personal visit to the University.

All lessons, coursework and papers must be copied to lessons@energymedicineuniversity.org from both the student and professor.

Participants will gather supportive books and materials and conduct extensive reading before undertaking the preparation of the formal research proposal. Participants will maintain journal notations of the salient points of the literature. Upon preparation of the complete first draft of the

proposal, participants will submit the document for peer review. Following peer review, participants will prepare and submit a final draft of the proposal for formal review by the instructor.

REQUIRED COURSE MATERIALS

Participants are required to make use of the materials provided by the University, as follows, and to usage of a current APA style manual to conform their written work. It is highly recommended that participants also select a thesis research guide and a writing guide to support their project and preparation of the manuscript. (See SUPPLEMENTAL LEARNING RESOURCES at the end of this syllabus.)

Required Materials Provided online by the University:

University Catalogue

Student Handbook. This is an important guide for student to read thoroughly.

Required Style Manual

- American Psychological Association. Publication Manual of the American Psychological Association, Washington, D.C. Current Edition.

Supplemental Texts

- The University of Chicago Press. The Chicago Manual of Style. Chicago: University of Chicago Press.

- Turabian, Kate L. A Manual for Writers of Term Papers, Theses, and Dissertations. Chicago: University of Chicago Press.

- Modern Language Association. MLA Handbook for Writers of Research Papers, Theses, and Dissertations. New York: The ModernLanguage Association.

- American Institute of Biological Sciences. Council of Biological Editors Style Manual: A Guide for Authors, Editors, and Publishers in the Biological Sciences. Arlington, VA: American Institute of Biological Sciences.

- Harvard Law Review Association. A Uniform System of Citation. Cambridge, MA: Harvard Law Review Association.

- American Medical Association. Style Book and Editorial Manual. Chicago: American Medical Association.

COURSE ASSIGNMENTS

Assignment #1: Conceptualizing the Project

Under the direction of the instructor, and referring carefully to the materials provided by the University, a style manual, a thesis research guide, and a writing guide, begin conceptualizing your project. First identify your goal for research. Search research abstracts and local graduate university libraries for thesis or dissertation manuscripts with similar topics and methods and give these materials a careful review. If the project will entail clinical, laboratory, or field research, select a research methodology which is highly appropriate for the focus of your research. Conduct library research and reading to identify the major existing research literature in support of your project. Identify literature that justifies the need for the project, as well as materials which effectively inform your work. Build a workable data gathering plan and

conceptualize your techniques for evaluation of the data. Prepare your thinking with regard to structuring the thesis manuscript. Carefully maintain journal notations of the salient points of all readings and your reflections in preparation for the project proposal.

Assignment #2: Annotated Bibliography

Conduct a major search for available literature in support of your proposed research topic. Identify the primary works which inform the area of research. Conceptualize the thesis question, the theoretical foundation for the study, and methodology for conduct of the project. Carefully review the essential literature concerning this thesis, maintain journal notations, and build a brief annotated bibliography clarifying the essential literature in support of your project. This preliminary bibliography need not exceed twenty entries.

Assignment #3: Research Plan (if needed)

If the project will entail clinical, laboratory or field research, with the guidance of the instructor, read the literature related to the research methodology you wish to use in conducting your project. Also review a number of related theses and dissertations in the field that utilize similar research methods. Maintain journal notations concerning the salient points of the readings. According to the directions of the instructor, prepare a first draft of the research plan. This draft should include, at a minimum:

- A one-page abstract of the proposed project.
- An introduction of the topic.
- A statement of the research question(s).
- A brief definition of terms.
- A review of the relevant research and theory.
- A thorough discussion of the project procedures to include a clarification of the conceptual framework to be employed, the sources, evidence, and authority to which you will refer the analytical technique and research design, and a timetable for completing the project.

Assignment #4: Manuscript Outline

Conceptualize the proposed framework of the thesis manuscript by preparing a project manuscript outline in the format of an expanded table of contents. Divide the outline into proposed chapter headings (Roman Numerals), subchapter headings (capital letters), section headings (Arabic Numbers) and subsection headings (small case letters). The chapter headings should follow the recommendations of the selected style manual. The subchapter headings are used to identify the major elements of each chapter. The section headings break down the chapter into still more defined areas. The subsections can be used to identify the flow of the manuscript from start to finish, clarifying the importance of the study, the research methodology, the derivation and testing of the theses questions, the presentation of the academic argument, the progress of the scholarly discussion, referencing of the literature, identification and interpretation of the findings, limitations of the study, conclusions to be made, final recommendations, and other essentials of the manuscript.

Assignment #5: Peer Review

Submit your draft proposal to two colleagues familiar with the research topic for peer review, red lining (editing) of the document, and recommendations for improvement of content and clarity.

Include the research plan, the annotated bibliography and the manuscript outline. Based upon the outcome of the peer review process, restructure your materials into a formal research proposal of approximately 20 double spaced typewritten pages. Attach any appropriate data gathering instruments and a brief annotated bibliography. Attach evidence of the peer review, including the names and contact information of the peer reviewers and their written comments.

Assignment #6: Formal Research Proposal Package

Submit the final draft of the research proposal for formal review by the instructor. Include the project plan, the annotated bibliography, the manuscript outline, and evidence of the peer review process. You will receive written feedback concerning all aspects of the research proposal and recommendations for final rework of the proposal. Once the proposal meets the expectations of the instructor, you are ready to proceed with EMP 891 Thesis Research and Writing.

SUPPLEMENTAL LEARNING RESOURCES

Recommended Thesis and Dissertation Research Guides

- Madsen, David. *Successful Dissertations and Theses: A Guide to Graduate Student Research From Proposal to Completion*. Jossey-Bass Publishers. San Francisco, CA.
- Meloy, Judith M. *Writing the Qualitative Dissertation: Understanding by Doing*. Lawrence Erlbaum Associates.
- Sternberg, David. *How to Complete and Survive a Doctoral Dissertation*. St. Martin's Press. New York, NY.
- Davis, Gordon B. and Parker, Clyde A. *Writing the Doctoral Dissertation: A Systemic Approach*. Barron's Educational Series. Woodbury, NY.
- Cone, John D. and Foster, Sharon L. *Dissertations and Theses From Start to Finish: Psychology and Related Fields*.
- Williams, J. M. *Style: Toward Clarity and Grace*. University of Chicago Press. Chicago, IL.
- Strunk, W. and White, E.B. *The Elements of Style*. MacMillan Publishers, New York, NY.
- Growers, E. *The Complete Plain Words*. Penguin Books. New York, NY.
- Cook, C.K. *Line by Line: How to Edit Your Own Writing*. Houghton Mifflin. Boston, MA.
- Barzun, J. *On Writing, Editing and Publishing: Essays, Explicative, Hortatory*. University of Chicago Press. Chicago, IL.
- Baker, S. *The Practical Stylist, Fifth Edition*. Harper Collins. New York, NY.
- Leggett, G., Mead, D.D., and Charvat, W. *Prentice-Hall Handbook for Writers*. Prentice-Hall. Englewood Cliffs, NJ.
- McCrimmon, J. *Writing With a Purpose*. English Grammar Resources, Houghton, Mifflin. Boston, MA,
- Stilman, Anne. *Grammatically Correct, The Writer's Essential Guide to Punctuation*.
- Peters, Pam. *The Cambridge Australian English Style Guide*.
- Princeton Language Institute. *21st Century Grammar Handbook*.