



CHRISTIAN HERITAGE COLLEGE

SO693

RESEARCH PROPOSAL

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.

Unit code	SO693
Unit name	Research Proposal
Associated higher education awards	Master of Social Science Leadership
Duration	One semester
Level	Advanced
Core/Elective	Core
Weighting	Unit credit points: 10 Course credit points: 120
Student workload	<p><i>Face-to-face on site</i></p> <p>Coordinator contact hours 20 hours Reading, research, preparation and writing 130 hours TOTAL 150 hours</p> <p><i>External</i></p> <p>Engagement with study materials 20 hours Reading, research, preparation and writing 130 hours TOTAL 150 hours</p> <p>Students requiring additional English language support are expected to undertake an additional one hour per week</p>
Delivery mode	Face-to-face on site External
Prerequisites/ Corequisites/ Restrictions	<i>Prerequisite or Corequisite</i> SO653 Research Methods
Rationale	<p>This unit builds upon the understandings developed in SO653 Research Methods and provides students with the skills, processes and knowledge necessary to design and conduct research that is both within their particular field of interest and reflects a Christian perspective. Students will be expected to develop a research proposal and begin to engage with literature in consultation with the unit coordinator and will use this unit as a basis to prepare for an extended study within their chosen field. Due to the individualised and specific nature of the topics that students will investigate, the unit is flexible, allowing students and staff to work according to their needs in collaborative, problem-solving partnerships.</p> <p>Students will review the key features of research design and methodology and will be cognisant of the steps involved in proposing, conducting and presenting their research in a valid, useful and reliable manner. In the development of a literature review, a student may well be better equipped to understand the themes developing in a particular area of study. It will also build towards a more solid foundation for future research and also preparation for SO694 Leadership Thesis.</p> <p>The ethical considerations that impact upon all stages of the research process will also be explored and evaluated being cognisant of a Christian worldview. This unit thereby adds both breadth and depth to a student's program of study, as well as increases their options for future employment in specialised areas of research and practice.</p>

Prescribed text(s)	<p>Cresswell, J. (2014). <i>Research design: Qualitative, quantitative and mixed methods designs</i>. Thousand Oaks, CA: Sage.</p> <p>Punch, K. F. (2006). <i>Developing effective research proposals</i> (2nd ed.). London, UK: Sage.</p>
Recommended readings	<p>Books</p> <p>American Psychological Association. (2009). <i>Publication manual of the American Psychological Association</i> (6th ed.). Washington, DC: Author.</p> <p>Feak, C.B., & Swales, J.M. (2009). <i>Telling a research story: Writing a literature review</i>. MI: University of Michigan Press.</p> <p>Galvan, J. (2012). <i>Writing literature reviews: A guide for students of the social and behavioural sciences</i> (5th ed.). Los Angeles, CA: Pyrczak.</p> <p>Glesne, C. (2010). <i>Becoming qualitative researchers</i> (4th ed.). New York, NY: Longman.</p> <p>Machi, L.A., & McEvoy, B. (2012). <i>The literature review: Six steps to success</i> (2nd ed.). Thousand Oaks, CA: Corwin Press.</p> <p>Moore, B.N., & Parker, R. (2011). <i>Critical thinking</i> (8th ed.). Boston, MA: McGraw Hill.</p> <p>Munhall, P.L., & Chenail, R.J. (2007). <i>Qualitative research proposals and reports: A guide</i>. Boston, MA: Jones and Bartlett Learning.</p> <p>Oliver, P. (2012). <i>Succeeding with your literature review: A handbook for students</i>. New York, NY: Open University Press.</p> <p>Vyhmeister, N. (2014). <i>Your guide to writing quality research papers: For students of religion and theology</i>. Grand Rapids, MI: Zondervan.</p> <p>In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).</p> <p>These and other translations may be accessed free on-line at http://www.biblegateway.com. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
Specialist resource requirements	Nil
Content	<ol style="list-style-type: none"> 1. Introduction and revision of the research process and research methods 2. Research design and selecting a topic 3. Ethical and Christian worldview considerations 4. Developing and writing a proposal 5. Searching the literature and the literature review: purpose, definition and process 6. Developing the argument 7. Surveying the literature and critique the literature 8. Evaluated ethical issues to prepare submission to either Human Research Ethics Committee (HREC) or CHC Expedited Ethics application 9. Data collection, organisation, analysis and interpretation 10. Writing the draft literature review 11. Consultation 12. Write the literature review

Learning outcomes	<p>On completion of this unit, students will have demonstrated that they have:</p> <ol style="list-style-type: none"> 1. identified and applied the appropriate steps involved in preparing and presenting a research proposal; 2. proposed a clearly defined research focus/question that is based on a comprehensive literature review, empirical and theoretical constructs, as well as Christian worldview implications; 3. selected, developed, and justified a research design and methodology that is appropriate to the topic/question and/or problem; 4. identified appropriate processes for data collection and analysis; 5. analysed, evaluated and synthesised literature relevant to the research; 6. identified, evaluated and presented ethical dimensions of the proposed research; 7. developed and presented a clear and well conceptualised research proposal and accompanying ethics application with clear identification of key ethical dimensions of the proposed project; and 8. communicated at an appropriate tertiary standard with special attention to correct grammars, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing, and presentation.
Assessment tasks	<p>Task 1: Literature Review</p> <p>Building on your research proposal, discuss, synthesise, analyse and draw conclusions from a broad range of sources related to the research topic.</p> <p>Word Length/Duration: 3,000 words Weighting: 60% Learning Outcomes: 1-8 Assessed: Week 5</p> <p>Task 2: Proposal</p> <p>Prepare a study proposal with a clear research focus/question positioned within a specific discipline area.</p> <p>Word Length/Duration: 2,500 words Weighting: 40% Learning Outcomes: 1-5, 7, 8 Assessed: Week 13</p> <p>Task 3: CHC Expedited Ethics Review or HREC Application</p> <p>Option 1: A completed Ethics application form for submission to the CHC Expedited Ethics Review Panel or HREC is to be submitted.</p> <p><i>or</i></p> <p>Option 2: If an Ethics application is not required, a defence of the reasons for this is to be submitted.</p> <p>Word Length/Duration: 500 words (minimum) Weighting: Pass/Fail Learning Outcomes: 1, 5, 7, 8 Assessed: Week 13</p>
Unit summary	<p>This unit requires students to prepare a critical review of the literature on a specific topic, a summary of the major research problems previously studied, their methodological framework and their contributions, and to identify suitable research questions for investigation. The unit prepares students for SO694 Leadership Thesis.</p>