The purpose of this course is to provide doctoral students with both theoretical knowledge and practical strategies for conducting an independent research program culminating in a successful defense of their dissertation. It is hoped that students will find that sharing research ideas with other people is a productive and supportive experience. This is a PROCESS, NOT PRODUCT, focused class. In addition to specific research topics, individual barriers to dissertation completion will be considered by each student through a series of reflection exercises. In order for this course to be helpful to students, it must be taken when students are sufficiently knowledgeable to be able to consider dissertation topics, but it is not necessary to be firmly committed to a particular topic.

OBJECTIVES

1. Students will describe the process of “doing” research and the specifics of completing a dissertation to fulfill the Ph.D. requirement for original research.

2. Students will understand who owns a dissertation, time and resource management, emotional components of the dissertation process, how to deal with “writer’s block,” and how to work effectively with a dissertation advisor and committee.

3. Students will develop a dissertation “self-care” plan based on the strategies suggested in the readings.

4. Students will become knowledgeable about conducting a thorough and focused review of existing literature including library and internet resources. Efficient collection of information and avoidance of plagiarism will be stressed.

5. Students will compare the strengths and limitations of experimental research, quasi-experimental research, qualitative research, survey research, and mixed methods.

6. Students will understand theoretical sampling techniques and how sampling theory “works” in small-scale research.

7. Students will be able to describe the appropriate data analysis for a given research design problems in both quantitative and qualitative areas.

8. Students will pass the on-line course developed by the IRB for the protection of human subjects.
TEXTBOOKS

The required textbooks selected for the course are as follows:


The textbooks are NOT at Loyola’s bookstore on WTC. You may purchase them new or used at [www.Amazon.com](http://www.Amazon.com), [www.Half.com](http://www.Half.com), or any other on-line source of your choice.

If you do not already own the APA Manual (6th ed), you should purchase it.

Also purchase this if you do not already own it (in any edition). Everyone should have this as a reference:


Other books that may be helpful depending upon your needs:


CONCEPTUAL FRAMEWORK

The conceptual framework of Loyola’s School of Education is *Professionalism in the Service of Social Justice*. This course is consistent with that framework in that it seeks to orient students to the ethical and legal issues surrounding dissertation research activities. Students are encouraged to think about their dissertation research from the perspectives of differing parties in the research process. This is integral to understanding the IRB requirement for the protection of human subjects (see Assignment 2). The question posed in this course then is, “What does social justice look like when addressing issues associated with conducting dissertation research?”

For your reference, here is the full text of the SOE Conceptual Framework:

**Conceptual Framework: Professionalism in service of Social Justice**

Our Conceptual Framework – through its components of service, skills, knowledge, and ethics – guides the curricula of School of Education programs in the preparation of “professionals in service of social justice.” These dimensions of the conceptual framework also serve as the foundation to the School of Education **Conceptual Framework standards** – standards that are explicitly embedded in major benchmarks across all SOE programs.

- **Service.** Our programs emphasize service to others. This implies a life-long commitment of reflection on each possible professional decision: how does my action serve others? In being taught how to critically evaluate their own social realities as well as the social realities of those different from them, professionals form moral and ethical convictions. These convictions become the basis for meaningful actions directed toward issues of social justice and service to others. Field experiences and structured service experiences followed by opportunities for reflection help shape this dimension.

- **Skills.** Professionalism implies practice in the use of relevant skills at a level of competency and developing expertise. Each professional field has a set of skills, termed variously methods, interventions, or treatments that all professionals in the discipline must be able to provide. Often a regulatory body specifies these skills or credentialing agency and these requirements inform our performance expectations. Our programs emphasize developing a repertoire of skills and being able to modify and adapt these skills for diverse settings and clients. In addition competence with rapidly changing technologies is part of each professional’s skill set.

- **Knowledge.** Professionals have a strong, knowledge base grounded in research. This requires not only the understanding of a current body of literature, but also knowing how to critically evaluate new practices and research and a commitment to life-long learning. Professional societies and governmental bodies establish standards and guidelines for knowledge. We believe that the professional’s depth of knowledge must exceed minimum standards for competent functioning. We place particular emphasis on expanded knowledge for working with diverse populations and the ways technology can enhance education.

- **Ethics.** No amount of knowledge or skills alone can make a professional in service of social justice. Both knowledge and skills must be accompanied by a capacity to make reasoned decisions about what is just and an understanding of ethical principles. Development of a professional ethical sense is essential to the School of Education’s learning community and a component of each program. All members of our community are to be life-long learners about the complex issues of what is just.
DISPOSITIONS

Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, fairness and/or the belief that all students can learn. The specific disposition or dispositions for each course can be found on the rubric posted in LiveText for this course.

THE SCHEDULE IS FOUND IN APPENDIX B

ASSIGNMENTS

THERE ARE FOUR GENERAL TYPES OF ASSIGNMENTS:

1. Writing Exercises: The syllabus indicates the six writing exercises that will be handed in for a grade. There are additional exercises in all the texts that are worth your time to consider but are not required. IT IS NOT NECESSARY THAT YOUR EXERCISES BE TIED TO YOUR FINAL PROJECT ALTHOUGH THEY MAY BE. It is critical that the Exercises be done in a TIMELY manner. Content of the Chapters and/or the Exercises will be discussed in each class by students. Please remember that the value of this class rests in large part on the contributions to and students’ support of each other.

2. Personal Self-care Plan: Doctoral students who do not complete dissertation are usually academically capable of completing. Personal barriers prevent their finishing. As the course progresses, “problems” unique to conceptualizing, conducting, and completing dissertation research will be considered in many ways. Each year students have different needs and concerns. This course will provide an opportunity to consider barriers to completion in a supportive and nonjudgmental milieu. As these topics arise, you do not need to disclose anything you do not wish to. Please document the meaning of this part of the course by developing a ‘Dissertation Self-Care and Completion Plan” with a much detail as meets your own needs. You may wish to consider areas you think may be difficult for you as well as strengths you feel you bring to this task. There is no particular form or rubric for this journal-style document. However, topics included in past years have included: time management, task avoidance, sub-dividing the process into manageable parts, managing expectations of family and friends, perfectionism, procrastination, and writer’s block, as well as more practical matters of juggling responsibilities, finding time and a place to write, maintaining a healthful routine, etc. (This is the same assignment as described above—It is the second of the six.)

3. Research Outline: The summative assignment in this course is designed to acquaint you with the FORM a dissertation proposal should have. To that end, you will write a practice proposal that will increase your comfort with the process so that when you actually write a proposal, you will be much better prepared because you have completed this assignment. IF you know, or even have a general idea of, the topic of your dissertation, you may use it in completing the assignment. However, if you do not have a clear idea, this assignment may be even more valuable to you because understanding the process of developing a proposal will allow you to consider future topics that you will encounter in a more knowledgeable and discerning way than if you had not developed a proposal.
4. Proof of completion of the IRB training module on Protection of Human Subjects. Directions are found on SAKAI under “Content.”

This is a “do it once” (every three years) assignment. If you have completed this training already, all you need to do is provide a copy of the completion email using the SAKAI uploader.

REQUIREMENT 3 RUBRIC: Grades of A will be assigned to Outlines that have:

- An Introduction or Overview: The initial impression is critical and yours must be engaging, logical, and make the reader want to see how you have dealt with this very important problem in terms of setting up a research project. The initial description must be very well written and illustrate excellent “flow” from one idea to the next.

- Review of the literature:
  ~~Traditional approach: This section should emphasize quality rather than quantity. The “funnel” or another clearly articulated organizational approach and “hook and eye” writing structure should literally jump off the pages. See Appendix A of this Syllabus for The Funnel and pp. 89-90 of Creswell, 2014 for these techniques.~~
  ~Alternatively, you may use the “Single Method” organization of Focus Statement, Short Outline, and Long Outline with citable notes. (Learning about this way to organize and write will be covered within the course.) A minimum of 20 citations are required. Try to find citations from different media to enhance your experience in retrieving information from books, journals, data-bases, internet publication, etc. A citation should be recent (within the last 5 years, except “seminal articles” for current research threads begun more than 5 years ago.) Be careful to avoid inadvertent plagiarism.

- Methods: The reader should have a very clear idea of what you are planning to do to answer the research questions or hypotheses that you have posed. Generalities are not encouraged; specifics make the defense of a proposal easy. BE SPECIFIC.

- Data analysis: This part of often missing from (real) proposals. This is a mistake that, in the instructor’s opinion, renders a proposal indefensible. A clear PLAN for the analysis of the data is required. If the data will be quantitative, then descriptive and inferential statistical projections are required, including dummy tables. If the analysis is qualitative, then a very clear plan to address each research question must be included. If the study uses mixed methods, then both of the above are required.

- Discussion: Based on your research questions and the literature reviewed, indicate what you COULD expect to discuss if the project you set up yielded analyzable data.
The evaluation of individual projects is always more subjective than examinations. Writing exercises will be evaluated using criteria for research set forth in readings and in class. The Research Outline will be evaluated by the Rubric listed above. Completion of the IRB Module will assure you of over 10% of the points for the course and participation assures you of another 10%.

Scale: Points:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>94% and above</td>
<td>A</td>
<td>300</td>
</tr>
<tr>
<td>90% - 93%</td>
<td>A/B</td>
<td>300</td>
</tr>
<tr>
<td>85% - 89%</td>
<td>B</td>
<td>100</td>
</tr>
<tr>
<td>81% - 84%</td>
<td>B/C</td>
<td>100</td>
</tr>
<tr>
<td>76% - 80%</td>
<td>C</td>
<td>100</td>
</tr>
<tr>
<td>72% - 75%</td>
<td>C/D</td>
<td>800</td>
</tr>
<tr>
<td>67% - 71%</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>66% and below</td>
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</table>
SYLLABUS NOTES

ACADEMIC HONESTY

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

STUDENTS WITH DISABILITIES

Accessibility
Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: http://www.luc.edu/sswd.

HARASSMENT (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: http://webapps.luc.edu/biasreporting/

TECHNOLOGY

Although no particular set of technological skills is taught in this course, in order to be successful, students must possess many technological skills. These include extensive electronic library research skills to access the Internet in order to locate research articles; the use of bibliographic software to organize references; and the use of SAKAI, and word processing programs.

DIVERSITY

It is important to recognize that everything we do as professionals interacts with the diversity of the children and adults served. This is true for all forms of diversity including race, ethnicity, gender, disability, socioeconomic status, and sexual orientation. This course addresses diversity first by attempting to provide sensitivity to the need to expand research sample beyond majority, middle class heterosexuals. Students should reflect on the ways in which a lack of respect for diverse populations creeps into research design and sampling methods. In order to pursue social justice, researchers need to be aware of the lack of representation of diverse samples in many publish research studies and make a commitment to increase diversity in their own research topics and sampling methods.
ELECTRONIC COMMUNICATION POLICIES AND GUIDELINES

The School of Education faculty, students and staff respect each other’s rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at: http://www.luc.edu/media/lued/index/education/pdfs/SOE_Cyberbullying_Policy.pdf
Appendix A
The Funnel

Less attention and specificity of coverage

- Psychological sequelae of rape
- Sexual harassment
- Genetic theories of rape

Rape is a social problem

- Rape in high schools specifically
- Importance of prevention in high schools
- Methodological critique of prevention in general
- Methodological critique of preventions in high school specifically
- Theoretical bases in social norming theory
- Previous studies using social norming theory in general
- Previous studies in sexual assault using social norming theory
- The goals of this study specifically
- Hypotheses or research questions

Rape prevalence throughout the world

- Child sexual abuse
- Review of measures of attitude change in sexual assault
- Treatment of sex offenders
- Rape in the military

Greater attention and specificity of coverage

Adapted from:
Writing and Publishing your Thesis, Research. Belmont, CA:

Dissertation and Thomson
Appendix B
N.B.: All assignments are to be read PRIOR TO the class for which they are listed.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
</tr>
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<tbody>
<tr>
<td>8/28/2014</td>
<td>Introduction to the Course</td>
<td>Syllabus</td>
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<td></td>
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<td>IRB Human Subjects</td>
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<td>Requirement</td>
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<tr>
<td>9/04/2014</td>
<td>Why is doing a Dissertation different than</td>
<td>Course Document 1</td>
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<tr>
<td></td>
<td>other work?</td>
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<tr>
<td></td>
<td>a) Huge</td>
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<td>b) Scary</td>
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<td></td>
<td>c) Too anxiety provoking to think about</td>
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<td></td>
<td>d) All of the above</td>
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</tr>
<tr>
<td></td>
<td>am I going to learn to “do” it?</td>
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<tr>
<td></td>
<td>Assignment 1:</td>
<td></td>
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<tr>
<td></td>
<td>Cresswell p. 22 (upload on SAKAI)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Choose two from 1, 2, or 3 to complete</td>
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</tr>
<tr>
<td>9/18/2014</td>
<td>Class with Tracy Ruppman Location TBA</td>
<td>Course Document 2</td>
</tr>
<tr>
<td>9/25/2014</td>
<td>Getting Organized</td>
<td>Course Document 3</td>
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<tr>
<td></td>
<td>Emotional issues blocs</td>
<td>Course Document 4</td>
</tr>
<tr>
<td></td>
<td>Writing Problems</td>
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<tr>
<td>10/4/2014</td>
<td>Use of theory</td>
<td>Creswell pp. 25-103</td>
</tr>
<tr>
<td></td>
<td>Assessing prior knowledge</td>
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<tr>
<td></td>
<td>Gathering Information</td>
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<tr>
<td></td>
<td>Literature Review</td>
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<td></td>
<td>Writing coherently—</td>
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<tr>
<td></td>
<td>Discussion: “Hook and Eye”</td>
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<tr>
<td></td>
<td>Assignment 2: Course Document 3 p. 13-14</td>
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<tr>
<td></td>
<td>Exercises 1.1 and 1.2 (Upload on SAKAI)</td>
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</table>
10/11/2014  Thinking about Dissertation Topics--
Choosing a Dissertation Chair and Committee
Dissertation Support Groups
**Assignment 3: Creswell Exercise 2, p. 102**
(Upload on SAKAI)

10/18/2014  Focusing; The Introduction
Meeting your own learning goals.
Integration of theoretical knowledge,
Research design knowledge and statistical knowledge
Refining research questions and hypotheses
**Assignment 4: Creswell Exercise 1 and 2 p. 152 or Exercise 3 p. 152 (Upload on SAKAI)**
10/25/2014  Overview: methodology
Research design  
Quantitative

Assignment 5: Creswell Exercise 2, p. 181

10/30/2014  Research design  
Qualitative & Mixed Methods
Research designs & Sampling
Practical considerations

Assignment 6: Creswell Exercise 1 or 2, p. 239
(Upload on SAKAI)

11/06/2014  The Single Method

11/13/2014  Writing Style

Finding your Academic voice

11/20/2014  Putting it all together
Organization, writing, The Single Method

11/27/2014  NO CLASS-THANKSGIVING BREAK

12/4/2014  Working with your Committee
Reporting Results
Discussion and Feedback
Research Outlines (Upload on SAKAI)

Research Outlines handed in later than Monday December 8, 2014 will result in an incomplete grade