**CIEP 520-002: Doctoral Seminar**

**Fall 2015**

**Course Time:** F 5:00-8:00

**Dates:** Sept 4, Oct 2, Nov 6, Dec 4

**Location:** CLC 425

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**Instructor:** Ann Marie Ryan, Ph.D.

**Phone:** 312-915-6232

**Office:** Lewis Towers, Room 1108

**Email:** aryan3@luc.edu

**Office Hours:** By appointment

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**Course Description:**

This course will provide doctoral students with an introduction and orientation to the Curriculum and Instruction EdD program as well as an introduction to the dissertation process. This course will focus on the methods and processes involved in developing a prospectus and review of the literature for a dissertation. This course is designed to provide students with the knowledge to develop and write a prospectus and to develop the foundational justification for a dissertation study. This is a variable three-hour course that is delivered in one-hour sessions. Students may only register for this class three times.

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**Goals:**

- Discuss the dissertation prospectus and proposal with emphasis on using the literature review to develop an argumentative case for a dissertation
- Examine various argumentation approaches used in writing
- Analyze and critique argumentation of the literature review of a dissertation
- Examine the methods for organizing and integrating literature for developing structure for literature review.
- Build a literature review map/table to support your prospectus.

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**Instructional Objectives**

1. Learning fundamental principles, generalizations, or theories
2. Learning to apply course material (to improve thinking, problem solving, and decisions)
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
4. Learning to analyze and critically evaluate ideas, arguments, and points of view
5. Acquiring an interest in learning more by asking questions and seeking answers

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**Social Justice Foundation and the School of Education’s Conceptual Framework:** While educational research aims to further the scholarly understanding of the events, practices, and variables that influence the field of education, research can also provide a means to increase social justice. By conducting valid research and reporting findings from that research, educational researchers can help shape the policy and practice of the profession so that all individuals no matter their ability, race, religion, socio-economic status, age, or gender have the opportunity to reach their full potential as human beings. The School’s complete Conceptual Framework can be found at the following link: [http://luc.edu/education/syllabus-addendum/](http://luc.edu/education/syllabus-addendum/)

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**Diversity:** A characteristic of research is an awareness of one’s own values, beliefs, and biases and their influence on research processes. We will address diversity issues as they relate to those biases and to engaging in ethical research practices.

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**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 are listed on this syllabus and the descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText for this course.

This course assesses all three dispositions. The behavior expected at the acceptable level for each is described below.
• Professionalism: Is prepared. Is responsible toward work. Is open-minded. Works well with others. Responds with appropriate language, affect, and actions. Makes appropriate changes in response to feedback.

• Fairness: Respects students, families, communities, and peers. Creates an inclusive classroom environment. Is responsive to students/learners needs.

• All Students Can Learn: Has high expectations for all students/learners. Works with all students/learners. Is not easily discouraged by lack of student/learners progress. Resists making assumptions about students/learners, families, and communities based on stereotypes. Reflects on practices and their impact on student/learners learning.

Required Readings:


Loyola University Chicago School of Education Ed.D. Directions for Student-Managed Submission of Dissertations located on the SOE Forms web page for additional information regarding the dissertation process. [http://www.luc.edu/education/resources_forms.shtml#d.en.83364](http://www.luc.edu/education/resources_forms.shtml#d.en.83364)


Resources to Consider:


*Inspiration 8.0* (This software is available in 25 E Pearson room 710, and computers in the Information Commons Lake Shore campus) or sign up for a mywebspiration account at [http://mywebspiration.com/](http://mywebspiration.com/)

Assignments and Evaluation

General Evaluation Criteria

• Complete and submit work in a timely fashion. *Assignments submitted after the class period on the due date will be subject to a lower grade.*

• All assignments need to be typed and double-spaced with 1” margins in 12-point font. Please be sure to include your identifying information.

• Students are expected to follow the guidelines of the Publication Manual of APA (6th edition) for citations and references.

There are a total of 110 points possible in this course. The grading scale is as follows: A (93 – 100%), A- (90 - 92%), B+ (87 – 89%), B (83 – 86%), B- (80 – 82%), C+ (77 – 79%), C (73 – 76%), C- (70 – 72%), D+ (67 – 69%), D (63 – 66%), and F (62% and below).

Assignments

**Participation (20 points)**

Students are expected to attend class, read and discuss assigned readings, as well as participate in all class activities. The following course protocols offer more details on the expectations regarding participation in this course.
• Attendance - Class attendance and punctuality are professional responsibilities to be exercised for success in this course. If you know you will be late or you will need to miss a class, please notify me in advance. Consistently being late and/or missing more than one class session will affect the assessment of your participation.

• Class participation - Class participation is an important part of the final grade. Participation will be based on preparation and involvement in class discussions and quality of knowledge-based responses.

• Communication – All participants are required to monitor communication from their instructor and from the School of Education via your Loyola email. It is the participant’s responsibility to receive all communication in a timely manner. Be sure to forward your personal email account to your Loyola email address.

Since we only meet four times class attendance is mandatory – missing a class will result in a loss of 10 points from your overall total. This means 10 points per absence; excessive tardiness will be treated as an absence. If an emergency arises, please work with me to address the situation.

Argument Analysis (30 points) You will locate a dissertation related to your topic area. You may not use a dissertation that was written by a student at Loyola University Chicago, or a dissertation chaired by a current faculty member. It is recommended that you search for a dissertation that was chaired by a known researcher in your topic area or from a university known for its research in your topic area. Your goal should be to find a quality dissertation that is relevant to your topic area. (If you liked the dissertation you read in CIEP 520-001, you may use it for this assignment) You will conduct an analysis of the argument in at least 2 sections of the literature review. You can choose the method of analysis based on the readings in class. You will also provide an evaluation on the quality of the argument using examples from the source to support your evaluation.

Literature Map and Summary (50 points): Based on a literature search and the subsequent reading of those resources, you will construct a literature map or table that displays the connections between these resources and possible arguments for your future research prospectus. The map or table must help establish the need/contribution of your future study, and its relevance/connection to the field of Curriculum and Instruction. You must also provide a brief written summary (5 pages) that explains the map (i.e. the foundational parts for your literature review for your research prospectus and how they are related to one another, and the foundation of your arguments based on the literature).

Discussion Facilitation (10 points) Students will be responsible for leading the discussion on one of the chapters from Theoretical Frameworks in Qualitative Research. Students should be prepared to lead a 30 minute discussion on your chapter. This is NOT a PowerPoint presentation on the reading. You should come to class with several questions that will guide the class discussion around the reading and help us understand how theoretical frameworks assist us in research and how the specific theoretical framework in your chapter was employed in this study. You will also be responsible for moderating the discussion. You are encouraged to locate the article associated with the Chapter in the Theoretical Frameworks in Qualitative Research book, you may find them useful to read as you prepare to facilitate the chapter.

Important School and University Policies and Information

See the following link for the full policy on the School of Education’s Electronic Communication Policies and Guidelines: http://luc.edu/education/syllabus-addendum/

See the following link for the policies related to Loyola University Chicago and the School of Education on Academic Honesty, Accessibility and EthicsLine Reporting: http://luc.edu/education/syllabus-addendum/
## Course Calendar

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<th>Date</th>
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<th>Readings</th>
<th>Assignments Due</th>
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<tr>
<td>Sept 4</td>
<td>Literature review in research</td>
<td>Anfara &amp; Mertz – Preface &amp; Chp 1</td>
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<td></td>
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<td>Machi &amp; McEvoy – Chp 1 &amp; 2</td>
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<td>Oct 2</td>
<td>Argumentation</td>
<td>Anfara &amp; Mertz – Chp TBA</td>
<td>Discussion Facilitation</td>
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<td></td>
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<td>Machi – Chp 3 &amp; 4</td>
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<td>Hart – Chp 5 &amp; 6 (optional)</td>
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<td>Nov 6</td>
<td>Organizing Ideas and Mapping</td>
<td>Anfara &amp; Mertz Chp TBA</td>
<td>Discussion Facilitation</td>
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<td>Machi &amp; McEvoy – Chp 5 &amp; 6</td>
<td>Argumentation Analysis</td>
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<td>Dec 4</td>
<td>Critiquing the Literature</td>
<td>Anfara &amp; Mertz – Chp 12 &amp; 13</td>
<td>Literature Map &amp; Summary</td>
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<td>Wrap up and Next semester</td>
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