

LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION
RMTD 520- Prosem I
Spring 2019
Syllabus

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COURSE DESCRIPTION

This course will provide doctoral students with an introduction and orientation to doctoral studies, as well as, an introduction to the dissertation process. This course will focus on the methods and processes involved in developing a literature for a dissertation.

This course is designed to provide students with the knowledge to articulate a research problem and to develop the foundational justification for a dissertation study.

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. Through the conduction of valid research and the reporting of findings educational researchers can help shape the policy and practice of the profession so that all individuals no matter their ability, race, religion, economic status, age, or gender have the opportunity to reach their full potential as human beings. SOE conceptual framework is described here: www.luc.edu/education/mission/

COURSE EXPECTATIONS

As this is a graduate level course, I perceive each of you as learners, professionals and scholars. As such, I expect that you view yourself in the same manner. You have chosen to be here and therefore are responsible for our own behavior, learning, and success. However, as a group we make up a class and as such are a professional and scholarly community. In order to succeed as individuals and as a group we must be willing to accept personal responsibility for our own learning, while activity supporting the learning process in order to contribute to others in the group.

LEARNING OUTCOMES

- Students will be able to apply a critical lens to their field with a particular emphasis on understanding various dimensions of justice and equity.
- Students will understand the goals, norms, and practices of the doctoral and dissertation journey, including responsibilities and dispositions related to doctoral study.
- Students will be able to formulate a research problem based on individual interests and develop both written and presentation skills necessary to communicate their ideas.

- Students will develop an argument of discovery through a literature review that may be used as a dissertation prospectus, including learning technical skills to facilitate the process (e.g., citation manager such as RefWorks, visual mapping).
- Students will understand the elements of a dissertation, including (a) its scholarly contribution to the field and how to make an argumentative case for a dissertation (b) the degree of rigor involved in conducting the investigation and (c) the quality of writing required.
- Students will understand the use and applications of theoretical frame works within research

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left-hand side of the page.

IDEA Outcomes for this course:

- Learning to analyze and critically evaluate ideas, arguments, and points of view
- Developing skill in expressing oneself orally or in writing
- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

COURSE RESOURCES:

Required Texts:

Creswell, J. W., Creswell J., D.(2018). *Research Design: Qualitative, Quantitative, and Mixed Approaches*. 5th.ed. Thousand Oaks, CA: Sage Publication. ISBN-10:1506386709.

Anafara, V., A., Mertz, N., T. (2015). *Theoretical Frameworks in Qualitative Research*. 2nd.ed. Thousand Oaks, CA: Sage Publications. ISBN-10:1452282439

Machi, L. A. & McEvoy, B. T. (2013). *The literature review*. 3rd. ed. Thousand Oaks, CA: Corwin Press. ISBN-10:1506336248

Additional readings:

Loyola University Chicago School of Education [EdD *Directions for Student-Managed Submission of Dissertations*](http://www.luc.edu/education/resources/forms/) located on the SOE Forms web page for additional information regarding the dissertation process. <http://www.luc.edu/education/resources/forms/>

Boote, D., N., & Beile, P., (2005). Scholars before researchers: On the centrality of the dissertation literature, review in research preparation. *Educational Researcher*, 34, (6) 3-15. doi:10.3102/0013189X034006003

Maxwell, J., A., (2006). Literature Reviews of, and for, Educational Research: A Commentary on Boote and Beile's "Scholars before Researchers" *Educational Researcher*, 35, (9) 28-31.

Hostetler, K., (2005) What is "good" education research? *Educational Researcher*, 34, (6) 16-21. doi:10.3102/0013189X034006016

Kadriye E., & Wolff-Michael R., (2006). What good is polarizing research into qualitative and quantitative? *Educational Researcher*, 35, (5) 14-23. doi:10.3102/0013189X035005014

Pallas, A., M., (2001) Preparing education doctoral students for epistemological diversity. *Educational Researcher*, 30, (5) 6-11. doi:10.3102/0013189X030005006

Stets, J., E., & Burke, P., J. (2000). Identity theory and social identity theory. *Social Psychology Quarterly*, 63(3), pp. 224-237. doi:10.2307/2695870

Hogg, M., A., Terry, D., J., & White, K., M., (1995). A tale of two theories: A critical comparison of identity theory with social identity theory. *Social Psychology Quarterly*, 58(4), pp. 255-269. doi:10.2307/2787127

Martelo, M., L., (2011) Use of bibliographic systems and concept maps: Innovative tools to complete a literature review. *Research in the Schools* 18 (1), 62-70.

Hart, C (2002) *Doing a Literature Review: Releasing the Social Science Research Imagination*, Thousand Oaks, CA: Sage Publication ISBN: 076195975 Chapter 5 & 6

Booth, W., C., Colomb, G., G., Willimans, J., M., (2008). *The Craft of Research*. Chicago, IL: University of Chicago Press ISBN: 0226065669 Chapters 2, 7, 8, 9 12, 14, 17

Recommended books

Publication Manual of the American Psychological Association (6th ed.) Washington, DC: American Psychological Association. ISBN: 9781433805615

Booth, W., C., Colomb, G., G., Willimans, J., M., (2008). *The Craft of Research*. Chicago, IL: University of Chicago Press ISBN: 0226065669 - *Great book one I would highly recommend.*

Hart, C (2002) *Doing a Literature Review: Releasing the Social Science Research Imagination*, Thousand Oaks, CA: Sage Publication ISBN: 076195975. - *This book is hard to find but if you can find it is is an excellent book.*

Useful Software:

LucidChart <https://www.lucidchart.com/> provides free online version of concept mapping – sign up for education account. - I am partial to LucidChart

IHMC CmapTools <http://cmap.ihmc.us/download> also provides a free online version of concept mapping software.

Assignments:

Participation (20 points): Class participation is based on attendance, completing reading assignments prior to class, preparing responses to questions for each reading, bringing questions to class for discussion, meeting timelines of submitting assignments, and contributions to group discussion and small group activities.

- **Meaningful contributions to discussions and activities include insightful comments, relevant examples, thought-provoking questions, and appropriate responses to the comments/questions of others and providing constructive critical feedback on peers' work.**

Bi-Weekly Blog - (10 points): Given the formative nature of your doctoral journey, I would like you to keep an active blog (through Sakai) that details your journey, including your thoughts, reactions, and contemplations about your experience as a doctoral student. I want this to be an open and honest space where you can ponder your collective experience as a doctoral student both inside and outside of the classroom. While I will be reading your blogs, I will leave it up to each of you to decide whether you want to keep this private or open to others in the classroom (which I would encourage you to consider). I want you to consider the issues of justice and equity that you encounter in relation to your own socialization process in graduate school and in relation to the substantive areas you anticipate researching. **Blog posts will be due every other week**

Location of dissertation for summary and critical analysis assignment (5 Points) – you must locate a dissertation completed by an individual who completed an **EdD or PhD in the field of Education**. The dissertation **must be related to your field of study (e.g., Curriculum and Instruction, Higher Education)** and preferably a dissertation conducted in an area related to your research interests. 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. You will provide the instructor with the following information about the dissertation: author's name, title of dissertation, university affiliation, dissertation chair, degree awarded, field degree was awarded, and a short explanation as to why you think it relates to the field of Curriculum and Instruction. **The dissertation you select may not be the dissertation of a Loyola graduate, may not be the dissertation of a current Loyola faculty member, and may not have been chaired by a current Loyola faculty member.**

Advisor Meeting: (5 points) You must set up a meeting with your advisor and discuss your career plan. This conversation should be about your career goals and what you can do during your time as a doctoral/dissertation student to reach these goals. **You will then submit a 1-2 page narrative describing your goals and the actions you plan to take over the next year (Spring 2019 – Spring 2020) to work on these goals.** I suggest you meet with your advisor earlier in the term rather than later.

Summary and critical analysis of a dissertation (20 points): Candidates will locate a dissertation related to the field of Curriculum and Instruction. Candidates will provide a written summary and critique of the dissertation. The candidates will use the rubric presented in the Boote & Beile article to conduct their critical analysis of the literature review. **Candidates must score the literature review on each of the components represented in the rubric. Candidates must then provide an explanation and justification (i.e. using evidence from the dissertation itself) to support why the candidate scored each component of the rubric presented in the Boote & Beile article.**

Argument analysis (20 points) Using the dissertation you completed for your critical analysis you will complete an argument analysis of the literature review. You will use a storyboard approach to outline the broader argument of discovery and advocacy within the literature review. You will then conduct an argumentative analysis of one section of the literature review where you find argumentation. You can choose the method of analysis (i.e. Fischer or Toulmin) based on the readings in class. You will also provide an evaluation on the quality of the arguments using examples from the source to support your evaluation and using information from our course readings to describe the arguments quality and criteria for quality to substantiate your analysis.

Literature review organization and argument summary (20 points): During this semester you need to be spending time searching the literature on your topic of interest related to a dissertation topic. This should be an ongoing activity all semester long. Based on your literature searches and the subsequent reading of those resources, you will construct a literature map or table that communicates the connections between these resources that would support an **argument(s) of discovery**. The map or table must help establish the need/contribution of your study, and its relevance/connection to your field of study (e.g., Curriculum and Instruction, Higher Education). You must also provide a brief written summary (5-7 pages) that explains the map (i.e. the foundational parts for your literature review and how they are related to one another, and the foundations of argument(s) of discovery based on the literature, (i.e., **You should be able to summarize the storyboard of your argument of discovery based on your map**).

Discussion Facilitation (10 points) Student will be responsible for leading the discussion on one of the chapters from the *Theoretical Frameworks in Qualitative Research*. Students should be prepared to lead a 20-30 minute discussion on your chapter. **This is NOT a PowerPoint presentation on the reading.** I expect you come with a set of 3-4 questions or an activity that will guide the class discussion around the reading and help your peers and I 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. Students may select which chapter they wish to lead the discussion. Please come to the second-class periods with your choice - if more than one student selects chapter then the decision of who gets the chapter will occur through some random process (e.g., roll of dice, draw name out of hat, pick highest card, paper/rock/scissors)

School of Education Information

Conceptual Framework Standards

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. Through the conduction of valid research and the reporting of findings educational researchers can help shape the policy and practice of the profession so that all individuals no matter their ability, race, religion, economic status, age, or gender have the opportunity to reach their full potential as human beings. SOE conceptual framework is described here: www.luc.edu/education/mission/

Diversity

A characteristic of research is an awareness of one's own values, beliefs, and biases and their influence on the research processes. We will address issues throughout the course in our readings and discussions as they relate to those biases and to engaging in ethical research practices.

Syllabus Addendum

IDEA Course Evaluation Link for Students

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Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Inquiry, and Social Justice**. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText

All students, *except those who are non-degree*, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

University Policies and Information

The University and the School of Education policy information regarding, Academic Honesty, Accessibility, Ethic Reporting Hotline, Electronic Communication Policies and Guidelines, and Conceptual Framework can be located through the following URL: www.luc.edu/education/syllabus-addendum/. Please read though these policies.

Course Schedule:

RMTD 520 Prosem I Spring 2019.

Date	Readings	Topics	Assignments Due
Jan 16	Syllabus Ed.D. Self directed Handbook Pallas article	Over view of course Syllabus What does it mean to be a “good” doctoral student? Dissertation Process	
Jan 23	Creswell Chapter 1 Gutiérrez and Penuel article Boote and Bell article Maxwell Article	Paradigms of research What does it mean to do “good” education research? Scholars before Researchers What does that mean? Discussion of the dissertation summary and analysis assignment.	Blog entry 1 - Sakai
Jan 30	Creswell Chapter 5, 6, 7	Quant/ Qual/ and Mixed methods –	Dissertation Selection due
Feb 6	Creswell Chapters 8, 9, 10	Quant/ Qual/ and Mixed methods –	Blog entry 2 - Sakai
Feb 13	Creswell Chapters 8, 9, 10	Quant/ Qual/ and Mixed methods –	
Feb 20	Machi McEvoy Chapters 1 & 3 (* <i>Chapters 1 & 2 2nd edition</i>) Creswell 2	How to conduct quality Literature search? Meet the Librarian Debrief Dissertation analysis	Dissertation analysis due Blog entry 3 - Sakai
Feb 27	Anafara & Mertz Introduction & Chapter 5	Theoretical Frame works, and using theory in research	

	Creswell Chapter 3 Hogg Article	Faculty Presentation (Anafara)	
Mar 6	Spring Break	Spring Break	Spring Break
March 13	Machi McEvoy Chapter 2 & 5(* <i>Chapters 3 & 5 2nd edition</i>)	Argumentation analysis Argument of Discovery and Advocacy Argumentation (e.g. Discovery, Advocacy, Toulmin, Fischer)	Blog entry 4 - Sakai
March 20	Anafara & Mert (?) Hart Chapter5 Hart Chapter 6	Student presentation 1 Literature Review and Mapping the Literature Lucid Chart	
March 27	Anafara & Mert (?) Booth and Comb and Williams Chapter 2 & 12	Student presentation 2 The Writing process: the roles of the writer and the reader	Blog entry 5 - Sakai
April 3	Anafara & Mertz (?) Machi McEvoy Chapter 4 Martelo article	Student presentation 3 Literature Review and Mapping the Literature cont. Class time to work and talk about your mapping and literature organization	Argument analysis of dissertation
April 10	Anafara & Mertz (?) Booth and Comb and Williams Chapter 7, 8, 9	Student presentation 4 The Writing process: Building your argument Debrief Argument analysis	Blog entry 6 – Sakai
April 17	Anafara & Mertz (?) Booth and Comb and Williams Chapters 14 & 17	Student presentation 5 The Writing process: Revising the argument and telling a your story Course wrap up	Blog entry 7 - Sakai
April 24			Final Literature Map and summary of

			argument discovery due April 24 th 7:00 PM
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