

LOYOLA UNIVERSITY
School of Education, Fall Semester, 2011
Seminar: Educational & School Psychology:
CIEP 550, 001

Instructor: Martha Ellen Wynne, Ph.D.

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Office hours: by appointment

Classroom:LT 1128

Time: Friday 11:00 am to 1:30 pm

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 exiting 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 course developed by the IRB for the protection of human subjects (subject to University scheduling.)

TEXTBOOKS

The required textbooks selected for the course are as follows:

Creswell, J. *Educational Research, third edition*. Thousand Oaks, CA: Sage, 2009. (ISBN 978-1-4129-6557-6).

Heppner, P & Heppner, M. (2004). *Writing and Publishing Your Thesis, Dissertation & Research*. Belmont, CA: (ISBN 0-534-55974-3)

Single, P. (2010). *Demystifying Dissertation Writing: A Streamlined Process from Choice of Topic to Final Text*. Sterling, VA.: Stylus Publishing. (ISBN 978-1-57922-313-7).

The textbooks are at Loyola's bookstore on WTC. You may also purchase them new or used at www.Amazon.com, www.Half.com, or any other on-line source of your choice.

Other books that may be helpful depending upon your needs:

Miller, A. (2009) *Finish Your Dissertation Once and for All! How to Overcome Psychological Barriers, Get Results, and Move on With Your Life*. Washington, D.C.: APA. (ISBN 1-4338-0415-8)

Krathwohl, D. & Smith, N. (2005) *How to Prepare a Dissertation Proposal*. Syracuse, N.Y.: Syracuse University Press. (0-8156-8141-0)

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 and support of students to each other.*
- 2. Personal Self-care Plan:** Doctoral students who do not complete dissertation are usually academically capable of completing. Personal barrier 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 slightly different needs and concerns. This course will provide an opportunity to consider barriers to complete 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, maintain a healthful routine, etc.

3. **Proof of completion of the IRB training module on Protection of Human Subjects.**

N.B: The online training Program has been discontinued. Information will be provided as it becomes available.

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.

4. **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.

REQUIREMENT 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:** This section should emphasize quality rather than quantity. The “funnel” approach and “hook and eye” approach should literally jump off the pages. 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.**

GRADING

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:

94% and above =	A
90%-93% =	A/B
85%-89% =	B
81%-84% =	B/C
76%-80% =	C
72%-75% =	C/D
67%-71%=	D
66% and below =	F

Points:

Writing exercises (6 X 50 each)	= 300
Research Outline	= 300
Class Participation	= 100
IRB Completion	= 100
Total	<u>800</u>

CONCEPTUAL FRAMEWORK

The conceptual framework of Loyola's School of Education is Professionalism in the Service of Social Justice. The content of this course is consistent with that framework in that research training of professional school psychologists will bring a more just approach to the services they render to diverse populations. It is within the context of social justice that the duty to engage in ethical research that is in the best interest of children (or adults) is taught.

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

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/>

DIVERSITY

It is important to recognize that everything we do as professionals interacts with the diversity of the children served in schools and the communities in which they live. This is true for all forms of diversity including race, ethnicity, gender, disability, socioeconomic status, and sexual orientation. This course addresses diversity through the content of topics chosen by students, and the care with which these topics are discussed.

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 Blackboard, and word processing programs.

SCHEDULE

N.B.: All assignments are to be read **PRIOR TO** the class for which they are listed.

	TOPIC	ASSIGNMENT
9/02/2011	Introduction to the Course	Syllabus IRB Human Subjects Requirement
9/09/2011	No Class Students in Normal, IL	
9/16/2011	Why is doing a Dissertation different than other work? a) Huge b) Scary c) Too anxiety provoking to think about d) All of the above Assignment: H & H Exercise 1.1 (discuss) p. 12-13	Single, Preface; pp.1-21 Heppner & Heppner pp xvii-14 Course Document
9/23/2011	Class with Tracy Ruppman Location TBA	Single pp 55-85
9/30/2011	What IS Dissertation Research and HOW am I going to learn to “do” it? Assignment: H & H Exercise 2.1 (hand in) p. 34	Creswell pp 1-20 Heppner & Heppner pp 15-34 Single pp 23-54

10/07/2011	<p>Getting Organized Emotional issues/blocks Writing Problems Assignment: H & H Exercise 1.2 (hand in) p. 14</p>	<p>Course Document Self Assessment (Course Document) Single pp 127-164</p>
10/14/2011	<p>Functions of a Proposal Use of theory Gathering Information Literature Review</p>	<p>Creswell pp 23-71 H & H pp 52-66</p>
10/21/2011	<p>Assessing prior knowledge Writing coherently—or Writing at all Discussion: “Hook and Eye”</p>	<p>Creswell pp 73-94 H & H pp. 38-41; 83-91 Single pp 165-177</p>
10/28/2011	<p>Research Before the Dissertation Meeting your own learning goals. Integration of theoretical knowledge, Research design knowledge, and statistical knowledge Assignment: Creswell Exercise 2 p. 93 (hand in)</p>	<p>Creswell pp. 95-126 H & H pp 218-230</p>
11/04/2011	<p>Refining research questions Overview & hypotheses Assignment: Creswell Exercise <u>1 and 2</u> p. 142 (hand in) or Exercise 3 p. 142 (hand in)</p>	<p>Creswell pp 129-142 H & H pp 41-81 Single pp 87-109</p>
11/11/2011	<p>Research design Quantitative Assignment: Creswell Exercise 2 p. 169 (hand in)</p>	<p>Creswell pp 145-171 H & H pp 110-135</p>
11/18/2011	<p>Research design</p>	<p>Creswell pp 173-225</p>

Qualitative & Mixed Methods
Research designs & Sampling
Practical considerations

H & H pp 136-178
H & H pp 179-217

Assignment: Creswell Exercise 1 and 2 p. 202 (hand in)

11/25/2011 NO CLASS-THANKSGIVING BREAK

12/02/2011 Data Analysis
Quantitative

H & H pp 231-304

12/09/2011 Data Analysis
Qualitative

H & H pp. 305-326

12/16/2011 Working with your Committee
Reporting Results
Discussion and Feedback
Research Outlines (hand in)

H & H pp. 198-217

H & H pp. 327-378

Research Outlines handed in later than end of class today will result in an incomplete grade