

## **CIEP 520-003: Doctoral Seminar**

Spring 2011

Course Time: F 4:30-7:30

Dates: Jan 21, Feb 25, Mar 18, April 21

Location: CBL 305

Instructor: David Ensminger, Ph.D.

Phone: 312-915-7527

Office: Lewis Towers, Room 1136

Email: densmin@luc.edu

Office Hours: By appointment

### **Text Required**

Anfara, V., A., Mertz, N., T. (2006) *Theoretical Frameworks in Qualitative Research*, Thousand Oaks, CA: Sage Publication.

Hart, C (2002) *Doing a Literature Review: Releasing the Social Science Research Imagination*, Thousand Oaks, CA: Sage Publication

Booth, W., C., Colomb, G., G., Willimans, J., M., (2008). *The Craft of Research*. Chicago, IL: University of Chicago Press

IRB Application Form <http://luc.edu/ors/pdfs/IRB/IRBApp.pdf>

IRB Web Page <http://www.luc.edu/education/index.shtml>

### **Text Recommended:**

Creswell, J., W., (2009). Research Design: Qualitative, Quantitative, and Mixed Approaches. Thousand Oaks, CA: Sage Publication

### **Recommended Reading:**

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/servicesandresources\\_forms.shtml](http://www.luc.edu/education/servicesandresources_forms.shtml)

### **Highly recommended book**

Publication Manual of the American Psychological Association (6th ed.) American Psychological Association.

**Social Justice Foundation:** 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, socio-economic status, age, or gender have the opportunity to reach their full potential as human beings.

### **Conceptual Framework:**

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. This course emphasizes the following framework standard:

- o CF7: Candidates demonstrate how moral and ethical decisions shape actions directed toward service to others.

## 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.

## Goals:

- o Discuss the dissertation prospectus and proposal with emphasis on using the literature review to develop an argumentative case for a dissertation
- o Develop a dissertation prospectus based on the review of the literature that can be used to communicate your dissertation topic to faculty.
- o Refine their prospectus based on critical reflection and peer feedback
- o Complete the CITI online ethics course in preparation for their IRB approval
- o Discuss the elements of a dissertation (a) its scholarly contribution to the field (b) the degree of rigor involved in conducting the investigation and (c) the quality of writing required.

## Assignments:

**Participation (10 points):** Class participation includes but is not limited to, **attending class**, completing all reading assignments before coming to class, actively participating in class activities, contributing to class discussions, asking and answering questions, listening to and respecting the views, thoughts, and opinions of your classmates, providing constructive critical feedback on peers work. **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.**

**Rough draft (15 points):** You will provide an electronic copy of your prospectus rough draft to both the instructor and your peer reviewer. The elements of the prospectus are available on Blackboard in the course documents section. You should be writing a prospectus to build a case for your research.

**Discussion Leader (10 points)** Each student 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 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 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.

**Peer Review (25 points):** You will be assigned to review an electronic rough draft of a fellow student's prospectus. You are responsible for providing feedback on the argumentation (i.e. clarity, organization, quality of evidence) the communication of the ideas in the prospectus (how well it presents the cases that the research is worth pursuing). The reviewer must provide critical feedback to assist the author in clearly communicating the argument and building the case for the research. **Your score will be based on the quality of the feedback you provide, to your classmate. You are expected to use MS Word track changes and comments to provide your feedback.**

**Collaborative IRB Training Initiative (CITI) course (15 points) (CF 7)**

Prior to conducting a research project through Loyola University Chicago, all researchers must complete the CITI Course about the rights of human subjects and Institutional Review Boards. You must complete the course and turn in a copy of the certificate you receive. This certificate can be turned in at anytime during the semester, but please keep in mind it takes about 5-7 business days to receive the certificate once course is complete. The following URL will link you to the course [http://www.luc.edu/ors/irb\\_V.shtml](http://www.luc.edu/ors/irb_V.shtml). You will need to upload the certificate and the reflection paper to LiveText. **Please keep in mind that the certification is good for three years, you must be certified while you are working on your dissertation.**

**Working Prospectus: (25 points):** Based on the feedback provided by your peer reviewer, and your own critical analysis of your work, you are to complete a working prospectus. The elements of the prospectus are available on Blackboard in the course documents section.

**Grading Scale**

94-100	A	77-79	C+
90-93	A-	73-76	C
86-89	B+	70-72	C-
83-85	B	60-69	D
80-82	B -	<60	F

**Learning Community at Loyola University Chicago and School of Education**

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As this is a graduate level course, I perceive each of you as students, learners 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 agree to the following set of expectations:

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](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](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/>

### Conceptual Framework

Each syllabus is required to have a statement explaining how the SOE's Conceptual Framework—Professionalism in Service of Social Justice—is exemplified within the context of that particular course. Please be sure to state the conceptual framework, as well as thoughtfully elaborate on how it is exemplified within the context this course. If this course houses a Core assessment for one or more of the CF Standards for your program area it is critical that you include the CF standard(s) and describe how it weaves through the course and is assessed.

### Diversity

A characteristic of research is an awareness of one's own values, beliefs, and biases. We will address diversity issues (gender, race, religion, ability, sexual orientation, socioeconomic status, methodological preferences, etc.) throughout the course in our readings and discussions as they relate to those biases and to engaging in ethical research. In order to foster a learning community in the classroom, openness to and respect of various perspectives and backgrounds is essential.

### Technology

Candidates will use the Loyola University Chicago library electronic databases to complete reviews of the literature and search for dissertations. Candidates will use Word (review/track changes) to peer edit the work another candidate

**COURSE CALENDAR**

Date	Topics	Readings	Assignments
Jan 21	Theoretical frameworks	Anafara – Intro, Ch2, Ch3 (Review :Booth –Ch 2 and 12 Hart Ch -7)	Outline of Prospectus
Feb 19	Theoretical frameworks	Anafara – 1,4,5 (Review: Booth - Ch -13, and Ch 7-10)	Rough draft
Mar 19	Theoretical frameworks	Anafara – 7 & 8 Review: (Booth - Chapter 14, 16,17)	Peer review
April 21	IRB processes, the dissertation time line, Chapter1, 2, 3. Next steps	Anafara – Ch 9 - 10 IRB application form - <a href="http://luc.edu/ors/pdfs/IRB/IRBApp.pdf">http://luc.edu/ors/pdfs/IRB/IRBApp.pdf</a> IRB Web Page <a href="http://luc.edu/ors/irb_home.shtml">http://luc.edu/ors/irb_home.shtml</a>	Working prospectus