

CIEP 520-002: Doctoral Seminar

Fall 2016

Course Time: F 5:00-8:00

Dates: Sept 9, Oct 14, Nov 4, Dec 9

Location: Corboy 204

Instructor: David Ensminger, Ph.D. Phone: 312-915-7527
Office: Lewis Towers, Room 1126 Email: densmin@luc.edu
Office Hours: By appointment

Text Required

Anfara, V., A., Mertz, N., T. (2015) *Theoretical Frameworks in Qualitative Research*, Thousand Oaks, CA: Sage Publication. ISBN: 9781412914161

Machi, L., A., McEvoy, B., T., (2012). *The Literature Review: Six Steps to Success 2nd ed.* Thousand Oaks, CA: Corwin Press ISBN: 1452240884

Assigned readings provided by Instructor:

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

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.

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. Chapters 4 & 5.

Text Recommended:

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

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

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

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/media/lucedu/education/forms/disrtn/edd_stud-managed-submission_spr14.pdf.

Useful Software: LucidChart <https://www.lucidchart.com/> provides free online version of concept mapping – sign up for education account. IHMC CmapTools <http://cmap.ihmc.us/download> also provides a free online version of concept mapping software. I ma partial to LucidChart

School of Education Conceptual Framework: *Social Action through Education*

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. 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 research practices.

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:

- 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.

Instructional Objectives

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Learning how to find, evaluate, and use resources to explore a topic in depth.
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

You can access the student login for IDEA Campus labs via the following URL to complete course evaluations: <http://luc.edu/idea/>

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.

Candidates are required to have a LiveText account in order to complete benchmark and CF assessments. More information about LiveText can be learned through the following link

<http://www.luc.edu/education/admission/tuition/course-management-fee/>. Dispositions will be

assessed through LiveText and associated dispositions rubrics can be found in students live text account under this course section course.

Assignments:

Participation (20 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.**

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 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 at least 2 sections 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. It is acceptable to use different argumentation analysis approaches for the two sections. 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 summary (50 points): 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 and possible argument(s) of **discovery** for your prospectus. The map or table must help establish the need/contribution of your study, and its relevance/connection to the field of Curriculum and Instruction. You must also provide a brief written summary (max 5 pages) that explains the map (i.e. the foundational parts for your prospectus literature review and how they are related to one another, and the foundations of argument(s) of discovery based on the literature).

Discussion Facilitation (10 points) Student groups will be responsible for leading the discussion on one of the chapters from *Theoretical Frameworks in Qualitative Research*. Groups 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 discuss and 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. In most instances I have provided the article associated with the Chapter in the *Theoretical Frameworks in Qualitative Research* book they are located in the resource area of Sakai, you may find them useful to read.

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

Course Expectations

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:

University Policy 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.

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/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf

COURSE CALENDAR

Date	Topics	Readings	Assignments Due
Sept 5	Tracy Ruppman – Library Instruction Deconstructing Theory Theoretical framework discussion	Anfara Chapter 1 & 2 Stets and Burke article Hogg, Terry and White article.	
Oct 5	Literature review in research Argumentation (e.g. Discovery, Advocacy, Toulmin, Fischer) Theoretical framework discussion	Anfara Chapter 4 Machi – Chapter 2, 3, 4 & 5	Group 1 – Discussion facilitation Anfara, Ch. 4 (Jenna M, Sammie, and Amy)
Nov 14	Organizing Ideas and mapping Using Lucidchart Theoretical framework discussion	Anafara Chapter 5, Hart Chapters 4 and 5 (located in resources) Martelo article	Group 2 - Discussion facilitation Anfara, Ch. 5 (Jon and Alham) Argument Analysis
Dec 5	Critique the literature Theoretical framework discussion Wrap up and Next semester, and Course Evaluation	Anafara Chapter 6, Article with chapter 5 Machi – Chapter Step 5	Group 3 Discussion facilitation Anfara, Ch. 6 (Elina and Cynthia) Literature Review organization and Summary

Group 1 Discussion facilitation: Jenna M, Sammie, Amy

Group 2 Discussion facilitation: Jon, Alham,

Group 3 Discussion facilitation: Elina, Cynthia