ELPS 530: Doctoral Proseminar (Fall 2019)
Higher Education Program
School of Education
Loyola University – Chicago
Corboy Law Center - Room 425

Instructor: Dr. Blanca Torres-Olave (btorresolave@luc.edu)
Phone: 312.915.6464
Office Hours: by phone or via Zoom. Please email me to set up an appointment.
Zoom link: https://luc.zoom.us/j/6403544035
Sakai entry page: https://sakai.luc.edu/

PART I: GENERAL COURSE INFORMATION

Course Description
This course is designed to introduce doctoral students to critical questions facing academic labor, culture, and socialization while developing essential doctoral-level writing and communication skills. The course is designed to engage students in a critical examination of these questions from an equity lens, and to evaluate the various arguments and assumptions that underlie the major writings on these topics. Students will have an opportunity to reflect on these questions through class discussions and presentations, self-reflection, and through the crafting of key artifacts in a workshop environment that encourages intensive peer-review exercises. Finally, throughout the course we will focus on emerging questions related to the doctoral journey, providing an open space to share, discuss, and contemplate the various roles, responsibilities, and opportunities available to graduates of the program.

Course Objectives
Upon completion of this course, students will be able to:

- Articulate a critical understanding of the major issues and questions facing academic labor, culture, and socialization nationally and internationally;
- Understand the goals, norms, and practices of doctoral and academic socialization;
- Apply a critical lens to each of the course topics, with a particular emphasis on understanding the various dimension of justice and equity that underlie these issues;
- Develop fluency in key academic writing genres and communication skills.

Course Pedagogy
This is a student-centered, collaborative course, and as such, each of your unique backgrounds and past experiences are considered essential in understanding how you approach, frame, and interpret the educational content covered in this course. I appreciate that we all learn differently and express our mastery of learning topics in forms that are often unique to the individual learner. I see this class as a community of scholars who are both teachers and learners at varying stages of development based on our own life experiences, interests, and motivations. As such, the class will be focused around the following learning tenets:

- An emphasis on the critical role that peers play in the learning process, especially as it relates to helping one another decode, make meaning, and promote understanding of the subject;
• An emphasis on helping each other grow through constructive feedback and openness to genuine, vulnerable interactions;
• An ethic of respect for your own and each other’s journeys.

**Course Feedback and Special Circumstances**

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with Services for Students with Disabilities (SSWD) (http://www.luc.edu/sswd/).

Throughout the semester, I welcome your input about course-related issues. **If you have comments or suggestions about the class and how it might be improved, please do let me know as soon as possible—do not wait until the end of the semester.** I take student feedback seriously and am open to make adjustments as far as circumstances allow.

**Required Texts**

• There is no required textbook. All required readings are available on the Sakai course website. While most readings should be immediately available, I may adapt some of the content for later sessions based on class needs. If this is the case, I’ll let you know ahead of time.
• All weekly course readings are available on Sakai under the “Resources” tab.

**Communications and Technology Policy**

Email will be used as the primary mode of correspondence for this course. As such, it is imperative that you activate your Loyola University account and check it often. Please also check your Loyola spam mail and mail foundry to ensure course related messages are not misdirected.

**Important Note:** We will be relying on text processing and access to the internet for many class activities, especially the workshops. Please make sure to bring a laptop or similar portable device for class usage. Laptops are available for check-out and use by Loyola students at the Corboy Law Center room 605 (WTC). For more information, see the Digital Media Labs equipment loan program.

Additionally, Sakai will be used as a source of continual updates about course material. You can expect that all emails to the instructor will be responded to within 48 hours (if not sooner), not including weekends.

**Statement of Intent**

By remaining in this course, students are agreeing to accept this syllabus as a contract and to abide by the guidelines outlined in this document.
PART II: SOE CONCEPTUAL FRAMEWORK & SMART EVALUATION

A conceptual framework that emphasizes “Social Action through Education” guides instructional, extracurricular, and professional activities at Loyola’s School of Education. The Loyola School of Education faculty are dedicated to promoting professionalism in service of social justice by developing students’ knowledge, skills, ethics, and service to improve educational opportunities for all members of society.

This course houses a core assessment for the following Conceptual Framework Standard: 
*CFS1: Candidates critically evaluate current bodies of knowledge in their field.*

In our examination of academic* labor and socialization issues we will touch on various issues related to social justice in the academy and beyond, such as equity, diversity, and systemic discrimination. Examining these issues illustrates how educational institutions both shape and are shaped by wider communities through their accommodation of and resistance to the ideas and values of those groups. This course addresses these issues and invites students to critically reflect on them for their own current and future professional practice in higher education.

**Dispositions**

All students are assessed on one or more dispositional areas of growth across our programs: 
*Professionalism, Inquiry, and Social Justice.* The rubric for assessing dispositional behaviors can be found in Appendix A in this syllabus. The following are some general disposition-related expectations for all students in this course:

- I expect each of you to take an active role in your learning both inside and outside the classroom. You have a responsibility to our classroom community to come to class prepared having made an earnest attempt to read the assigned readings and complete assignments by their respective due dates.
- Likewise, an important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule. Our goal is not always to reach consensus, but to be open to hearing and exploring divergent perspectives, even if that means hearing some views we might not agree with; (2) not using derogatory language or making objectionable (e.g. gendered, racial or ethnic) comments, especially comments directed at a classmate; and (3) behave with professionalism and kindness.

**Smart Evaluation**

Towards the end of the course, you will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. You will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- The evaluation is completely anonymous and the results are not released to faculty or departments until after grades have been submitted; therefore the feedback will not impact your grade.
- The feedback is important so that I as the instructor can gain insight in to how to improve my teaching and the program can learn how best to shape the curriculum.

You can find out more details about Dispositions and Smart evaluation in the Syllabus Addendum (Appendix B).
PART III: PARTICIPATION AND EVALUATION POLICY

1. **Class Participation (15% of final grade)**
   A seminar-style class relies primarily on the preparation and willingness of all members to share their insights. This means making a good faith effort to engage with all assigned readings prior to class, contribute thoughtfully to class discussions, and be fully present in workshop activities. Please refrain from texting and using email, Facebook, Twitter, and the like during class.

2. **Discussion Leaders (20% of final grade)**
   For one of our class sessions, you and a partner will be responsible for leading a 50-60 minute discussion of our weekly readings (see Course at a Glance for topics and dates). There is no set format to these discussions; you can decide which strategy seems best suited for that week’s content. **These are only some general guidelines to keep in mind when planning your session:**
   - Provide a brief overview (no more than 5 minutes) of the themes or main ideas in that week’s reading. This is not meant to be a summary of all readings but rather a recap that helps the group establish the main ideas to be discussed during the session. Assume that everyone has done the readings.
   - The rest of the session should lead to more in-depth discussion of the readings and themes through questions, activities, visual aids, or whatever other artifacts you consider appropriate.
   - **This is a formative learning experience**, meaning your grade will be based on evidence of good faith effort to lead a class discussion with the aim of enhancing your teaching/communication skills in a supportive, safe environment.

3. **Oral Presentation of Major Written Artifact (20% of final grade)**
   Towards the end of the semester (see Course at a Glance) you will deliver a brief oral presentation to the class based on your major written artifact. The intent of this activity is to get you acquainted with the expectations of a conference-style presentation; therefore we will be following the format and standards of a major research conference in the higher education field. We’ll discuss what this entails in greater detail during a class workshop, but generally speaking your presentation should adhere to a strict 10-minute limit.

4. **Written Artifact Portfolio (45% of final grade by self-assessment)**
   During the semester you will work on a number of writing artifacts to be included in a culminating portfolio. The intent behind this strategy is to provide extensive opportunities for writing and editing practice in key academic* writing genres as well as make explicit the mechanisms and expectations of each. Your final portfolio will include the following components:
   - **Major writing artifact.** During our first class we will explore the various and most common writing academic* genres, such as the literature review, research report, policy brief, and so on. You will decide which artifact is best suited for your interests and goals, learn as much as you can about how that type of artifact is structured, then use the format to write about a topic of interest. We will have a session dedicated to peer-review of your work in progress. The final draft should be a highly polished, best-in-kind example of the genre.
   - **Book review.** During our first class we will examine the Book Review or Book Critique as an important genre in academic* writing. Based on that discussion, you will identify a recently published book to review as well as a potential venue for publication (e.g. scholarly or professional journal). We will have a session dedicated to peer-review of
your work in progress. The final draft should be a highly polished book review that you can submit for publication if you so choose.

c. **CV/Resume.** We will have a workshop dedicated to the intricacies and different uses of the CV and resume. You will be expected to prepare a highly polished CV as well as a resume that you can continue to update in future years.

d. **Cover letter.** Cover letters are a mainstay of academic writing, from job applications, grant applications, manuscript submissions, and so on. After an initial workshop discussion of their main uses and strategies for writing effective cover letters, you will select a type of cover letter that suits your goals and interests.

e. **Final reflection and self-assessment.** An essential aspect of completing a PhD is to develop the ability to assess and improve your own work, as well as to identify your strengths and areas of growth. This is often one of the hardest tasks expected of anyone, and it’s an essential skills at the doctoral level. In this 1-2 page reflection you will look back on the tasks you have completed this semester and write a thoughtful assessment of your own growth. You will also be expected to assign a grade for your final portfolio based on your own evaluation of your work, timeliness, and effort.

**Writing Expectations/APA Style**
The ability to communicate clearly and effectively in writing is a major expectation of doctoral students. For this course, the expectation is that all papers in your final portfolio must be:
- Submitted as a Word (or equivalent) file. No pdf files unless otherwise indicated.
- Use the following format to label each document prior to uploading it to Sakai: [Last Name, First Name, Name of Assignment]. Omit the commas and brackets. Example: Torres-Olave Blanca Final Reflection

**Important Note:** We will be relying on text processing and access to the internet for many class activities, especially the workshops. Please make sure to bring a laptop or similar portable device for class usage. Laptops are available for check-out and use by Loyola students at the Corboy Law Center room 605 (WTC). For more information, see the Digital Media Labs equipment loan program.

**Submitting Final Paper to LiveText**
The School of Education requires that your final paper be submitted via LiveText (www.livetext.com), as this assignment has been selected for a core assessment for School of Education CAEP accreditation purposes. See Appendix B for details on using LiveText.

**Final grade on a 1-100 scale**
A – 90
B – 80
C – 70
D – 60
F – 59 or below
Late Assignments/Participation Policy
Unless otherwise announced, all assignments must be posted in Sakai by the end of the day (midnight) of the due date. Sakai provides a date and time stamp for all posted materials. Each assignment is graded on a scale of 1-100; you will be penalized three points per day for assignments posted after the due date. If there is an unavoidable problem getting an assignment in on time, please notify me ahead of time to make alternate arrangements.

Making up for a missed class. If you have an emergency or a major situation that keeps you from participating in a class session, please notify me as soon as possible prior to class. Doing so will allow you to complete the assignment below in lieu of regular class participation. Please note that advance notice is an absolute must to make up for a missed class. You can only request this extra assignment once during the semester.

- Post a response to each one of the group presentations for that week. What was interesting? How did it connect to your own understanding of the readings? Are there additional resources that can help us broaden our view of the topic? Do you have any questions for the group? This part of the assignment must be completed no later than 10 days after the missed class.
## PART IV: COURSE AT A GLANCE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Readings</th>
<th>Workshop</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/26/19</td>
<td>Re/Claiming Space</td>
<td>• Acquaint yourself with the syllabus ahead of class, as well as the Sakai site for ELPS 530 and the Doctoral Portal</td>
<td>Welcome; reflection; establish class guidelines and structure</td>
</tr>
<tr>
<td>09/02/19</td>
<td>Labor Day - No class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>09/16/19</td>
<td>Academic* Writing Genres</td>
<td>• Swales and Feak (2012), Ch. 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Academic Genres - North Dakota State University Center for Writers</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sample Book Reviews:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Kezar, A., &amp; Sam, C. (2010). Understanding the new majority of non-tenure-track faculty in higher education—Demographics, experiences, and plans of action. ASHE higher education report, 36(4), 1-133.</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>References</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>10/07/19</td>
<td>Fall Break - No class</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Romero, M. (2017). Reflections on “the department is very male, very white, very old, and very conservative”: The functioning of the hidden |

Discussion leaders:

- Cover letter workshop: What are they and why do they matter?  
- Peer review for conferences and journals  
- Peer review of Book Critique Assignment *(Bring work in progress)*  
- Book Critique due for instructor feedback  
- Workshop: Conference presentations – types, expectations, guidelines
## ELPS 530 Fall 2019 Torres-Olave

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 11/04/19   | **The Doctoral Path and** **The Dissertation Process** | - Program guidelines for prospectus & prospectus defense; comprehensive examination  
- Program guidelines for dissertation proposal & proposal defense  
- Program guidelines for dissertation defense  
- Guest panel                                          |
| 11/11/19   | Writing time                                  | - Work on your major writing artifact. You will bring work in progress next week for peer review.                                    |
- Workshop: Peer review of major writing artifact.  
  **Bring work in progress.**                          |
| 11/25/19   | Major assignment presentation (work in progress) | - No required reading.                                                                                                                |
| 12/02/19   | **Reassessing Graduate Socialization / Celebration Potluck** | - Revisit readings from “Doctoral Socialization”                                                                                       |
| 12/09/19   | **Final Portfolio Due**                       | Final portfolio must include:  
- Final reflection: What are your main takeaways from the class?  
- Major writing artifact  
- Book review  
- Resume/CV  
- Cover letter  
- Workshop: Building a research agenda/project: What does higher education need to know about the socialization of professional graduate students?  
- Identifying potential topics and strategies for research/publication |
Appendix A: Professional Dispositions

Beginning with Fall semester 2013, the School of Education requires all programs to assess students not only on knowledge gained and skills developed or enhanced but also on attitudes and dispositions that connect with specific behaviors expected of professional educators regardless of their field of study. Each graduate program has developed a comprehensive rubric that will be used by faculty in each graduate course to assess students on those dispositions deemed important for those preparing to work with students in higher education. During each academic year, all students are evaluated by faculty based on their collective assessments in courses completed during the year. The assessment rubric for Fall 2014 Higher Education courses is included below and students are expected to become familiar and to strive to adhere to each set of expectations. The course rubrics are completed by faculty in LiveText and these rubrics will also be available to students for review. Depending on the results of the annual review, students may be asked to meet with program faculty to discuss specific aspects of the assessment.

CANDIDATE_________________________________________________

FACULTY___________________________________________________

___________________________________________________

DATE        ___________________________________________________

Please rate the candidate using: Target (above average), Acceptable, Unacceptable

<table>
<thead>
<tr>
<th>Professionalism</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student demonstrates exceptional ability to work well with others, lead educational initiatives, and show leadership qualities in professional settings</td>
<td>Student demonstrates an ability to work well with others in a professional setting through exhibiting behaviors such as punctuality, meeting deadlines, and being open and responsive to feedback</td>
<td>Student fails to demonstrate professional behavior in the academic or work setting</td>
</tr>
<tr>
<td>Professionalism</td>
<td>Student meets all deadlines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student attends class and is punctual for all professional obligations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student communicates promptly with faculty, supervisors, employers, and peers (no longer than 2 business days)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student is able to express himself or herself appropriately (verbally and in writing) with faculty, supervisors, employers, and peers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student is able to work effectively with peers on assignments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student demonstrates ethical behavior in all professional and graduate student work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student adequately addresses feedback provided on</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>coursework (e.g., grammar, APA style, content)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>--------------------------</td>
<td>--------------------------</td>
<td></td>
</tr>
<tr>
<td>Student accurately cites material in academic work ascribing appropriate credit for information conveyed</td>
<td>Student demonstrates exceptional ability to understand the situations of others and responds in an appropriate, proactive manner</td>
<td>Student demonstrates ability to understand the situations of others and responds in an appropriate, proactive manner</td>
<td>Student fails to consider the situation of others in making professional decisions and acts inequitably</td>
</tr>
<tr>
<td>Fairness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student is considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student exhibits active listening skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student is able to accept constructive feedback</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All students can learn</td>
<td>Student exhibits exemplary understanding and practice reflecting the belief that all students, regardless of contextual influences, are capable of learning</td>
<td>Student believes and demonstrates in practice that all students, regardless of contextual influences, are capable of learning</td>
<td>Student fails to understand and/or demonstrate in practice that all students, regardless of contextual influences, are capable of learning</td>
</tr>
<tr>
<td>Student is sensitive to cultural differences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student respects the diversity of learning styles</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student uses the framework of social justice in decision making</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:
Appendix B
Loyola University Chicago
School of Education
Syllabus Addendum

Smart Evaluation
Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student’s grade.
- The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

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.

Syllabus Addendum Link

- [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – Social Action through Education.