

**CIEP 520-003: Doctoral Seminar**  
Spring 2016 – CLC 325  
*Course Dates: Jan 22, Feb 12, Mar 18 and April 22*

**Instructor:** Ann Marie Ryan, Ph.D.

**Email:** aryan3@luc.edu

**Office:** LT1108

**Course Time:** Friday 5:00–8:00pm

**Phone:** 312-915-6232

**Office Hours:** By appointment.

**Class Location:** CLC 326

### **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.
- Develop a dissertation prospectus based on the review of the literature that can be used to communicate your dissertation topic to faculty.
- Refine their prospectus based on critical reflection and peer feedback.
- Complete the CITI online ethics course in preparation for their IRB approval.
- 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.

**Instructional Objectives:** During this semester this course will emphasize the following learning objectives/outcomes through course assignments and activities.

- While creating their prospectus, peer reviewing the prospectus of a peer, and revising their prospectus rough draft candidates will learn to analyze and critically evaluate, ideas, arguments and points of view.
- While creating their prospectus, peer reviewing the prospectus of a peer, and revising their prospectus rough draft, candidates will increase their ability to express their thinking and themselves in writing.
- As discussion leaders and through theoretical framework discussions candidates will increase their ability to express their thinking orally.
- Through readings and discussions using theoretical frameworks in research candidates will demonstrate deeper understanding of the theories and principles that influence the practice of research in the field of curriculum and instruction.

**Conceptual Framework:** The School of Education's mission is social justice, but our responsibility is social action through education. Social action through education serves as our conceptual framework and 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:

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

The School's complete **Conceptual Framework** can be found at the following link:  
<http://luc.edu/education/syllabus-addendum/>

**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.

**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 diversity issues as they relate to those biases and to engaging in ethical research practices.

**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.

### Required Texts:

Anfara, V. A. & Mertz, N. T. (2014). *Theoretical frameworks in qualitative research*, 2<sup>nd</sup> ed. Thousand Oaks, CA: Sage Publication. ISBN: 9781452282435

Booth, W.C., Colomb, G.G. & Willimans, J.M. (2008). *The craft of research*. Chicago, IL: University of Chicago Press. ISBN: 0226065669

Creswell, J.W. (2008). *Research design: Qualitative, quantitative, and mixed approaches* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage Publication. ISBN: 978142965576

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

## Recommended Texts and Resources:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.) Washington, DC. ISBN: 9781433805615

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/resources\\_forms.shtml#d.en.83364](http://www.luc.edu/education/resources_forms.shtml#d.en.83364)

## Assignments and Evaluation

### General Evaluation Criteria

- Complete and submit work in a timely fashion. *Assignments submitted after the class period on the due date will be subject to a lower grade.*
- All assignments need to be typed and double-spaced with 1" margins in 12-point font. Please be sure to include your identifying information.
- Students are expected to follow the guidelines of the Publication Manual of APA (6<sup>th</sup> edition) for citations and references.

There are a total of 115 points possible in this course. The grading scale is as follows: A (93 – 100%), A- (90 - 92%), B+ (87 – 89%), B (83 – 86%), B- (80 – 82%), C+ (77 – 79%), C (73 – 76%), C- (70 – 72%), D+ (67 – 69%), D (63 – 66%), D- (60 – 62%), F (59% and below).

### Assignments

#### **Participation (20 points)**

Students are expected to attend class, read and discuss assigned readings, as well as participate in all class activities. The following course protocols offer more details on the expectations regarding participation in this course.

- Attendance - Class attendance and punctuality are professional responsibilities to be exercised for success in this course. If you know you will be late or you will need to miss a class, please notify me in advance. Consistently being late and/or missing more than one class session will affect the assessment of your participation.
- Class participation - Class participation is an important part of the final grade. Participation will be based on preparation and involvement in class discussions and quality of knowledge-based responses.
- Communication – All participants are required to monitor communication from their instructor and from the School of Education via your Loyola email. It is the participant's responsibility to receive all communication in a timely manner. Be sure to forward your personal email account to your Loyola email address.

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. If an emergency arises, please work with me to address the situation.

**Outline for Prospectus: (5 points)** You should provide an outline for your prospectus on the first day of class. This initial outline is only worth 5 points, but it is critical that you are working on how you plan to organize your prospectus as a quality rough draft is due the second class session.

**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 Sakai. You should be writing a prospectus to build a case for your research. You must submit a copy of your rough draft through Sakai for your instructor as well as e-mail a copy to your partner.

**Discussion Leader (10 points)** Students 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 30-minute discussion on your chapter. This is NOT a PowerPoint presentation on the reading. You should 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.

**Peer Review (25 points):** You will be assigned to review an electronic rough draft of a fellow student's prospectus. You will be responsible for providing feedback on the argumentation (i.e. clarity, organization, quality of evidence) the communication of the ideas in the prospectus (i.e. how well it presents the case, and communicates to the audience). 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.* You are responsible for providing an electronic copy of your review to me (submitted via Sakai) an electronic copy of your review to your partner (sent via e-mail) and a hard copy review to your partner to be brought to class on March 21.

### **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 any time during the semester, **but please keep in mind it takes about 5-7 business days to receive the certificate once the course is complete.** You can find the instructions for completing the CITI course in the resource area of Sakai. You will need to upload the certificate into LiveText. **Please keep in mind that the certification is good for three years, you must be certified while you are working on your dissertation.** Instructions for completing the CITI course can be found in the resources area of Sakai.

**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 Sakai in the resource section. This is a working prospectus since you may make changes to it prior to asking a potential chair to look it over.

### **Important School and University Policies and Information**

See the following link for the full policy on the School of Education's **Electronic Communication Policies and Guidelines:** <http://luc.edu/education/syllabus-addendum/>

See the following link for the policies related to Loyola University Chicago and the School of Education on **Academic Honesty, Accessibility and EthicsLine Reporting:** <http://luc.edu/education/syllabus-addendum/>

## Course Calendar

Date	Topics	Readings	Assignments
<b>Jan 22</b>	Theoretical frameworks; Creating your rough draft – moving from a map to a review. Please bring a copy of your map from CIEP 520-002.	Anfara – Chapter 3 Booth – pages 11-15, & Chapters 2, 12 and 13 Creswell – Chapters 3, 6 & 7	Outline of Prospectus
<b>Feb 12</b>	Theoretical frameworks; Review of argumentation	Anfara – Chapter 4 Booth – Chapter 7-11. <b><i>(Review these chapters prior to your peer review work.)</i></b>	Rough draft
<b>Mar 18</b>	Theoretical frameworks; Sharing rough draft feedback. Revising your work.	Anfara – Chapter 5 Booth – Chapter 14, 16 & 17	Peer review
<b>April 22</b>	IRB processes, Overview of CAPS/IRB application. The dissertation time line.	Anfara – Chapter 9 Creswell – Chapter 4 Booth – pp. 273-276	Working prospectus CITI course (last day to submit certificate)