

CIEP 541: Doctoral Seminar

Curriculum & Instruction
Loyola University Chicago
School of Education
Summer Session 2020

Instructor Information:

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Catalog Description:

In this course, students will study one aspect of current literature in the field of curriculum with intensity. Students will be able to apply the current research in an advanced curriculum situation. Students will be cognizant of current areas of curriculum research and be able to find references electronically.

Course Description:

This seminar focuses on dissertation planning and writing, particularly targeting students who are drafting dissertation proposals but also applicable to those refining proposals and drafting dissertation findings and discussions. This online course support students in producing the 5-chapter dissertation: (1) identifying a reasonable focus for the dissertation research, framing the research problem, and drafting research questions, (2) selecting and fleshing out theoretical and conceptual frameworks and amassing related literature, (3) selecting and describing research methodology, (4) sharing findings aligned to research questions and guiding frameworks, and (5) discussing significance of findings. Online components will involve individual application, support, and feedback that is differentiated based on students' progress in the dissertation process. While outcomes will vary based on students' prior progress in the dissertation process, even those who are just starting will leave with detailed outlines and early narratives of dissertation proposals to springboard their future work.

Course Logistics:

This is an asynchronous online course, meaning there are no formal class sessions or times. There are a series of 10 online lessons, accessible via the Sakai course page, which should be completed using the schedule at the end of this syllabus. Lessons include videos, prompts, and activities to learn and apply learning. Each lesson has a specified outcome, paired with the optional individual conferences with the professor and Q&A-style online discussions on the Sakai form. Since summer courses typically meet twice per week for 3 hours per class session, participants can plan to spend approximately six hours of time on formal course activities each week, which – like in-person courses – does not include class preparation (i.e., reading) or completion of assignments.

Course Readings:

- ❖ Roberts, C. (2010). *The dissertation journey: A practical and comprehensive guide to planning, writing, and defending your dissertation*. SAGE Publications. Freely available online through LUC Libraries: <https://ebookcentral-proquest-com.flagship.luc.edu/lib/luc/detail.action?docID=1157279>. Please note that a newer edition exists, should you wish to purchase and use a hard copy. Either version is acceptable, though readings listed in this syllabus correspond to the online version that is freely available.
- ❖ Sample dissertations, accessible via the LUC eCommons
- ❖ Supplemental resources, posted on the Sakai course page under Resources:

- Agee, J. (2009). Developing qualitative research questions: a reflective process. *International Journal of Qualitative Studies in Education*, 22, 431-447.
- Grant, C., & Osanloo, A. (2014). Understanding, selecting, and integrating a theoretical framework in dissertation research: Creating the blueprint for your “house.” *Administrative Issues Journal: Connecting Education, Practice, and Research*, 4, 12-26.
- Kilbourn, B. (2006). The qualitative doctoral dissertation proposal. *Teachers College Record*, 108, 529-576.
- Onwuegbuzie, A. J., & Leech, N. L. (2006). Linking research questions to mixed methods data analysis procedures. *The Qualitative Report*, 11, 474-498.

Course Assignments:

The course assignments are designed to address course goals. In order to be considered acceptable, assignments need to be (a) submitted on time, (b) typed and double-spaced in 12-point font with one inch margins, (c) include appropriate identifying information, (d) cite sources for all quotes, paraphrases, and adapted ideas, (e) use APA style (6th ed.) for citing references, and (f) submit all assignments by posting to Sakai forum.

Assignment Information	Date	%
Research Topic & Plan Students first create a 2-minute video defining their research topic, along with the problem their research seeks to address. Students then reflect upon their own needs as researchers and writers to define procedures for productivity and accountability.	Week 1	15
Chapter 1 Artifact Students produce an artifact related to Chapter 1, relative to their dissertation progress and course goals. Options include but are not limited to: Annotated bibliography to provide contextual, historical, and demographic details on study; chapter outline; chapter draft.	Week 2	15
Chapter 2 Artifact: Literature Review Students produce an artifact related to the literature review section of Chapter 2, relative to their dissertation progress and course goals. Options include but are not limited to: Graphic of the various fields of educational literature addressed in the study with initial list of related articles to review; annotated bibliography of related literature; outline of literature review drawing from previously written annotated bibliography; draft of literature review.	Week 3	15
Chapter 2 Artifact: Theoretical Framework Students produce an artifact related to the theoretical framework section of Chapter 2, relative to their dissertation progress and course goals. Options include but are not limited to: Graphic of the overarching theory and related concepts guiding the proposed study; annotated bibliography of key theoretical/conceptual pieces of interest; outline of theories/concepts with specific authors/literature; draft of framework section.	Week 4	15
Chapter 3 Artifact Students produce an artifact related to Chapter 3, relative to their dissertation progress and course goals. Options include but are not limited to: Graphic detailing study design; data collection, data analysis, etc.; outline of methods chapter; draft of methods chapter.	Week 5	15
Course Participation Students participate in all online lessons, including regular interaction with professor and critical friends. Students maintain communication with professor and peers as needed throughout the course, while independently monitoring their own progress.	Week 6	25

Expectations:

This is an online seminar focused on supporting the individual research and dissertation writing of doctoral students. Students at any point in their doctoral studies may enroll in this course and will benefit from the various activities to conceptualize and begin the dissertation proposal process. Because students in the course are expected to be at different points in their doctoral and dissertation journeys, as well as focusing on different areas of research within the field of curriculum and instruction, this course is designed with flexibility at its core. Differentiation of products and processes serves to foster each student’s progress, learning, and application.

Products (i.e., assignments) vary based on students’ progress in the program. For example, students early in their programs of study who are just beginning to conceptualize their dissertation topics, related literature, framework, and methods may design graphics and general outlines that can be purposefully fleshed out in later coursework. Students actively working on their dissertation proposals may flesh out more detailed outlines of each chapter to springboard targeted writing, whereas those with draft chapters may revise and finalize those in preparation for submission and proposal defense. The professor will support students in defining appropriate artifacts.

Processes (e.g., timeline) may also vary based on students. For example, if students later in their programs of study already have clearly defined dissertation topics, then they may wish to spend less time on initial lessons and more time on later lessons focused on areas that need attention in their proposals, such as literature reviews, theoretical frameworks, and methodology. Students just beginning to conceptualize their research topics may want to do the reverse, where they spend more time on defining the topic and problem and commit less time to the more nuanced details of the proposal. Flexibility in product allows for varying time commitments to meet the student’s goals.

This differentiation in product and process is also facilitated largely by one-on-one collaboration and support. The first facet of individualized support comes from the professor, including detailed feedback on each assignment. Students can sign up for individual conferences via Zoom on Mondays, which are optional to serve as a place to build upon and collaboratively discuss written feedback and overall progress. The second facet of support comes from critical friends, which are pairs of enrolled students studying similar topics, who give consistent and constructive feedback across the course and hopefully beyond into the dissertation phase.

Lesson Format:

All students must complete the 10 lessons on the Sakai course page, which follow a similar organization and flow to maintain consistency. Lessons typically include the following components.

- Providing feedback to critical friends on the artifacts/outcomes from the previous lesson
- Watching brief videos of the professor speaking to the focal topic
- Reviewing two sample dissertations as exemplars of the focal topic (all students review the professor’s dissertation to have a common example; each student selects another dissertation related to his/her/their topic, preferably from the Ed.D. in Curriculum & Instruction program at Loyola University Chicago)
- Engaging in 1-2 guided activities prompting you to apply the learning from reading, videos, and sample dissertations to your own dissertation work
- Applying learning to your dissertation work with a specific focus and outcome
- Optional: Talking with the professor in an individual conference via Zoom
- Optional: Posting questions from reading/videos/activities for the good of the group to the Sakai forum

Scoring Rubrics:

Since products are differentiated by student, a holistic rubric will be used to score artifacts listed above.

Score	Criteria
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15	Artifact is high-quality and indicates concentrated effort, given the time restrictions of the summer session. Artifact aligns with the student's progress in the program and goals for the course. Artifact is clear in its presentation and sets student up for success in future dissertation work.
10	Artifact is relatively well-done and indicates substantial effort, given the time restrictions of the summer session. Artifact somewhat aligns with the student's progress in the program and goals for the course. Artifact is somewhat clear but lacks substance to move forward dissertation work.
5	Artifact is incomplete and does not demonstrate effort was put into its completion. Artifact does not meet the expectations given the student's progress in the program and goals for the course. Artifact is unclear in its presentation and does not connect to the students' future dissertation work.
0	No artifact is submitted

Participation grades will be assigned using the following holistic rubric.

Score	Criteria
25	Student completes all 10 lessons, gives consistent and constructive feedback to critical friend, and maintains regular and positive communication with the professor.
20	Student completes all but 1 lesson, gives consistent feedback to critical friend, and maintains regular communication with the professor.
15	Student completes all but 1 lesson, gives inconsistent feedback to critical friend, and maintains somewhat regular communication with the professor.
10	Student completes all but 2 lessons, gives inconsistent or inappropriate feedback to critical friend, and does not regularly communicate with professor.
5	Student completes all but 2 lessons, gives inconsistent and inappropriate feedback to critical friend, and does not regularly communicate with professor.
0	Student completes less than 80% of the lessons, gives inconsistent and inappropriate feedback to critical friend, and does not engage positively with professor.

Final Grades:

Turning in assignments is not sufficient to obtain a passing grade. Content and quality of the work, as well as its timely completion, will be considered when assigning grades. Late assignments will result in a lower letter grade. Letter grades will be assigned as follows:

A = 100 to 93 percent

B = 87 to 83 percent

C = 76 to 70 percent

A- = 92 to 90 percent

B- = 82 to 80 percent

D = 70 to 65 percent

B+ = 89 to 88 percent

C+ = 79 to 77 percent

F = 64 and below

University and School Policies and Information

Conceptual Framework

The Loyola School of Education Conceptual Framework states that: Our mission is social justice, but our responsibility is social action through education. In this seminar, we will seek to develop your dissertation in service of social justice and action. In this way, you will design your dissertation studies to solve problems that currently exist in our educational system as a means to promote equity and justice for marginalized students.

Smart Evaluation

Towards the end of each module, 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](#).

Center for Student Access and Assistance (CSAA)

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, or dealing with a family emergency), contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: www.LUC.edu/csaa. If you are uncomfortable doing so on your own, know that I can submit a referral on your behalf. 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.

Syllabus Addendum Link: 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***.

Course Schedule

The professor reserves the right to make changes to the schedule, topic, readings, and assignments.

		Before Lesson	During Lesson	After Lesson	Suggested Due Date
Week 1	Lesson 1	Ch. 1, 2, 4	Your Topic & Problem <ul style="list-style-type: none"> ▪ Reflecting on research interests ▪ Review syllabus and Sakai course site ▪ Video: Course overview ▪ Video: Your dissertation ▪ Defining your dissertation topic 	2-minute video on research topic	Wednesday, May 20
	Lesson 2	Ch 5, 6, 7	Your Team & Plan <ul style="list-style-type: none"> ▪ Feedback on colleagues' videos ▪ Video: Preparing for success ▪ Selecting your dissertation committee ▪ Setting procedures for productivity and accountability in research and writing 	Reflection on writing needs	Saturday, May 23
Week 2	Lesson 3	Kilbourn article	The Dissertation Process <ul style="list-style-type: none"> ▪ Feedback on colleagues' procedures ▪ Video: The big picture ▪ Sample dissertations: Find & skim ▪ Sketching out your future work 	Proposal outline	Wednesday, May 27
	Lesson 4	Ch 11	The Introductory Chapter <ul style="list-style-type: none"> ▪ Feedback on CF's proposal outline ▪ Video: Introductory chapter ▪ Sample dissertations: Chapter 1 ▪ Funneling your research 	Chapter 1 artifact	Saturday, May 30
Week 3	Lesson 5	Ch 8, 9	The Literature Review <ul style="list-style-type: none"> ▪ Feedback on CF's Chapter 1 ▪ Video: Literature review ▪ Sample dissertations: Literature reviews ▪ Finding & reviewing the literature 	Lit review artifact	Saturday, June 6

Week 4	Lesson 6	Grant & Osanloo article	<p>The Theoretical Framework</p> <ul style="list-style-type: none"> ▪ Feedback on CF's literature review ▪ Video: Framing theories/concepts ▪ Sample dissertations: Frameworks ▪ Defining your framework 	Framework artifact	Saturday, June 13
Week 5	Lesson 7	Agee article (qual) OR Onwuegbuzie & Leech (MM/quan)	<p>Your Research Questions</p> <ul style="list-style-type: none"> ▪ Feedback on CF's theoretical framework ▪ Video: Research questions ▪ Sample dissertations: Research questions ▪ Drafting your research questions 	Research questions	Wednesday, June 17
	Lesson 8	Ch 3, 12	<p>Methods & Ethics</p> <ul style="list-style-type: none"> ▪ Feedback on CF's research questions ▪ Video: Methods & ethics ▪ Sample dissertations: Chapter 3 ▪ Designing your study 	Chapter 3 artifact	Saturday, June 20
Week 6	Lesson 9	Ch 10, 13	<p>Writing & Defending</p> <ul style="list-style-type: none"> ▪ Feedback on CF's Chapter 3 artifact ▪ Video: Academic writing conventions ▪ Critically reflecting on your writing ▪ Video: The proposal defense ▪ Continue work on all proposal facets 	Revisions to writing sample	Wednesday, June 24
	Lesson 10	Ch 14-17	<p>Looking Forward</p> <ul style="list-style-type: none"> ▪ Video: After the proposal ▪ Sample dissertations: Ch 4 & 5 ▪ Video: The near future ▪ Reflecting on goals & next steps 	Timeline & goals	Saturday, June 27