



EDD 615

Course: 50155-01

Dissertation Proposal Seminar



Summer 2018
Mendocino 4000; 1015

Instructors:

Frank R. Lilly, Ph.D.
Office: Alpine 221
Office Phone: 916.278.4120
Email: frlilly@csus.edu

JoLynn Langslet, Ph.D.
Office: AIRC 3005H
Cell Phone: 916.390.7277 (call or text)
Email: DrLangslet@gmail.com

Canvas Online System
<http://csus.edu/canvas/index.html>

Course Dates:

All class sessions will occur in Mendocino 4000 except the two dates listed below.

Friday: 6/15	5:30-9:30	Lilly & Langslet	Friday: 7/20	5:30-9:30	Langslet
Saturday: 6/16	8:00-5:00	Lilly	Saturday: 7/21	8:00-5:00	Langslet 1015
Friday: 6/29	5:30-9:30	Lilly	Friday: 8/3	5:30-9:30	Langslet
Saturday: 6/30	8:00-5:00	Lilly	Saturday: 8/4	8:00-5:00	Langslet
Friday: 7/13	5:30-9:30	Lilly	Friday: 8/17	5:30-9:30	Langslet
Saturday: 7/14	8:00-5:00	Lilly 1015	Saturday: 8/18	8:00-5:00	Langslet

Course Overview:

Welcome to EDD 615. This course is both a writing workshop course and a review of research methodology including qualitative, quantitative and mixed-method procedures. The goal of this course is to help you through the first stage of your dissertation writing process—the dissertation proposal (the first three chapters of your dissertation). You'll draft and revise your proposal and receive individualized feedback from peers, the instructor, and your dissertation advisor (if they are available during the summer). However, the above listed professors and not your dissertation supervisor will assign the grade you receive in this course. By the end of the course, you will not only have a full **draft** of your dissertation proposal, but you will improve as a reader, writer, and researcher, and gain an awareness of what works best in your own reading, writing, and researching processes. You will also have the opportunity to practice for your dissertation proposal defense.

It is required that all students conducting any type of quantitative analyses acquire SPSS (version 19 or newer) for use on their personal laptops during portions of the class involving review/instruction of statistical procedures. Due to the fact that all campus computer labs are closed during summer hours, we will not have access to any computer labs for SPSS practice. Statistical instruction will include a review of quantitative methods learned in EDD 606, with the additional focus of applying specific analyses to your dissertation. Students will be expected to provide examples from their own Chapter 3's as a guide for class discussion and

instructor critique/feedback. Individualized statistical advising will be given to each student during one-on-one conference time.

Learning Outcomes:

Upon completion of the course, students will:

- Gain a better understanding of the conventions and expectations of an Ed.D. dissertation
- Develop their reading, writing, and researching processes
- Develop skills for research methodology using qualitative, quantitative, and mixed-method procedures for data collection and analysis
- Draft and revise their dissertation proposals

Activities for achieving these learning outcomes will include classroom discussion, in-class analyses of model/non-model dissertations from previous cohorts, one-on-one conferences, instruction and review of research methodologies and analyses, and full-class and small-group workshops.

Recommended Texts:

General Writing:

American Psychological Association. (2009). *APA Style Manual* (6th ed.). Washington, DC: APA.

Bolker, J. (1998). *Writing your dissertation in fifteen minutes a day*. New York: Henry Holt.

Clark, I. (2006). *Writing the successful thesis and dissertation: Entering the conversation*. Englewood Cliffs, NJ: Prentice Hall.

Galvan, J. L. (2009). *Writing literature reviews* (4th ed.). Glendale, CA: Pycszak.

Girden, E. R. (1996). *Evaluating research articles from start to finish*. Thousand Oaks, CA: SAGE Publications, Inc.

Glatthorn, A.A., & Joyner, R. L. (2005). *Writing the winning thesis or dissertation: A step-by-step guide*. (2nd ed.). Thousand Oaks, CA: Corwin Press.

Lunenburg, F.C., & Irby, B. J. (2008). *Writing a successful thesis or dissertation: tips and strategies for students in the social and behavioral sciences*. Thousand Oaks, CA: Corwin Press.

Madsen, D. (1992). *Successful dissertations and theses: A guide to graduate research from proposal to completion* (2nd ed.). San Francisco: Jossey Bass.

All Methodologies:

Boudah, D. J. (2011). *Conducting Educational Research: Guide to Completing a Major Project*. Thousand Oaks, CA: Sage Publications.

Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. (4th ed.). Thousand Oaks, CA: Sage Publications.

Morgan, D. L. (2014). *Integrating Qualitative and Quantitative Methods: A Pragmatic Approach*. Portland, OR: Sage Publications.

Qualitative Methods:

Creswell, J. W. (2013). *Qualitative Inquiry & Research Design: Choosing Among Five Approaches* (3rd ed.). Thousand Oaks, CA: Sage Publications.

Denzin, K., & Lincoln, Y. S. (1998). *Collecting and Interpreting Qualitative Materials*. Thousand Oaks, CA: Sage Publications.

Lichtman, M. (Ed.) (2011). *Understanding and Evaluating Qualitative Educational Research*. Thousand Oaks, CA: Sage Publications.

Miles, M. B., Huberman, A. M., & Saldaña (2014). *Qualitative Data Analysis: A Methods Sourcebook*. Thousand Oaks, CA: Sage Publications.

Yin, R. K. (2014). *Case Study Research: Design and Methods*. Thousand Oaks, CA: Sage Publications.

Mixed-Methods:

Creswell, J., & Plano-Clark, V. (2011). *Designing and Conducting Mixed Methods Research* (2nd ed.). Thousand Oaks, CA: Sage Publications.

Plano-Clark, V., & Creswell, J. (2008). *The Mixed Methods Reader*. Thousand Oaks, CA: Sage Publications.3

Quantitative Methods/SPSS:

Green, S., & Salkind, N. (2010). *Using SPSS for Windows and Macintosh; Analyzing & Understanding Data* (6th ed.). Upper Saddle River, NJ: Pearson.

Pallant, J. (2007). *SPSS Survival Manual* (3rd ed.). Berkshire, England: Open University Press.

Designing & Conducting Surveys:

Andres, L. (2012). *Designing & Doing Survey Research*. Thousand Oaks, CA: Sage Publications.

Fink, A. (2013). *How to Conduct Surveys: a Step-by-Step Guide* (5th ed.). Thousand Oaks, CA: Sage Publications.

Please consult your Handbook for Ed.D. Students!

Attendance and Participation

Because much of the learning in this class will take place during classroom discussions and peer workshops, regular attendance and participation is essential. It's important that you have a working draft for workshops and that you put your full effort in responding to peers. **It is mandatory that you have a strong draft of your chapters 1 – 3 when you complete this course.** You are also expected to revise each chapter after receiving feedback from the class and submit a revised version to the instructor for feedback before submitting the final version of the proposal by the last day of class (see due dates below under "Dissertation Proposal"). It's also critical that you submit your chapters to your advisor for his or her feedback. Participation will constitute 15% of your grade, and it consists of attendance, class discussion, and preparedness. Missing one weekend of the

class will result in an automatic fail. It has been our experience that students who miss class sessions produce a weaker final product, which can delay the proposal defense and even postpone graduation. We do not wish to see any students encounter these situations. If you have special circumstances that may result in a breach of this policy, you will need to contact both instructors in advance. Permission for absence from class may or may not be granted.

Dissertation Proposal

The only assignment for this course is the completion of a **solid draft** of your dissertation proposal—chapters 1, 2 & 3. You should ask for an operational definition of this term in green above. **Solid Draft**: Includes **well written** examples of the introduction, literature review, and research methods including appendices, figures, and graphic organizers. **Well-written**: refers to how well your draft addresses objectives on a rubric you will be provided with in class. You will be expected to take the proposal through multiple revisions, as well as final editing for clarity. Over the course of the summer, you will workshop a draft in class, revise that draft based on peers’ comments, submit it to the instructors for revision and feedback, and then submit a final draft that takes into consideration the instructors’ comments.

A dissertation is the primary document that certifies the Ed.D. and represents your participation in your field as a scholar at the highest level—therefore, expectations for your writing and researching will be high. Although there will be high expectations for your proposal, there will be ample support during the writing process including your questions, peer and instructor response, along with feedback from your advisor. The dissertation proposal will make up 85% of your final grade in the course. The **final draft** of the dissertation proposal will **be due on 8/22/2018** uploaded into SacCT.

Due Dates:

Draft of Chapter 1 and 2 to Lilly: **Monday, July 17th**

Draft of Chapter 3 to Langslet: Monday, August 13th

Revised Final draft of full proposal to Lilly and Langslet: **Wednesday, August 22nd**

Your final course grade will be broken down the following way:

Dissertation proposal85%	Participation15%
--------------------------------	------------------------

Grading Rubric

An “A” student:

- Completes all three required drafts (workshop draft, draft to instructor for feedback, final draft)
- Puts significant effort into drafting, revising, and editing
- Puts significant effort into responding to their peers’ drafts
- Participates fully in class discussions

A “B” student:

- Is late submitting required drafts
- Does not put adequate effort into drafting, revising, and editing
- Does not put adequate effort into responding to their peers’ drafts
- Rarely participates in class discussions

A “C” student:

- Fails to submit required drafts

Puts minimal effort into drafting, revising, and editing
Puts minimal effort into responding to their peers' drafts
Does not participate in class discussions

Course Schedule

6/15

- Introductions
- Dr. Vang will share his dissertation writing experience
- Course description and syllabus
- Review process for submitting drafts
- CANVAS resources
- Theoretical frameworks from prior cohorts
- Dissertation timelines
- Working with your advisor and dissertation committee
- Strategies for narrowing topics

6/16

- Narrowing topics group feedback
- Reading like a writer
- The genre approach to writing a dissertation
- Review dissertation proposal guidelines for Chapter 1
- Analysis of Chapter 1 example
- Strategies for generating drafts
- Chapter 1 zero draft questions

6/29

- Full-class workshop of volunteer student draft of Chapter 1
- Small-group workshop of student drafts of Chapter 1
- Review dissertation proposal guidelines
- Analysis of Chapter 2 example
- Common theme topics for Chapter 2
- Chapter 2 themes feedback in groups
- Sign up for individual conferences with Lilly for 6/30

6/30

- Individual conferences with Lilly and concurrent peer-group conferences

7/13

- Full-class workshop of volunteer student draft of Chapter 2
- Small-group workshop of student drafts of Chapters 1 and 2
- Revising and editing strategies
- Dissertation titles feedback in groups
- Sign up for individual conferences with Lilly for 7/14

7/14

- Individual conferences with Lilly and concurrent peer-group conferences

7/20

- Check-in: Discussion of student research topics & progress

- Overview of Chapter 3: Discussion & questions
- Overview of suggested texts and support materials for Chapter 3
- Overview of EDD Dissertation Handbook (Chapter 3)
- Short review of quantitative, qualitative & mixed-methods research designs
- Research Question Organizer
- Quick response form – What did you like/What do you need?

7/21

- Components of Chapter 3 (Qualitative, Quantitative & Mixed Methods)
 - Research design & approach
 - Role of the researcher
 - Research questions
 - Setting, population & sample
 - Instrumentation & materials
 - Data collection & analysis
 - Protection of participants
- Measures of validity & reliability
- Survey Seminar #1: How to design and conduct the best survey
- Sign-up for individual conferences with Dr. Langslet for Sat. Aug. 4th

8/03

- Statistics Review - Bring laptops with SPSS (version 19 or newer):
 - Understanding statistical significance ($p \leq .05$)
 - Descriptive vs. inferential statistics
 - Associational Designs: Correlation (r) & Regression (R)
 - Comparative Designs: t-Test & ANOVA (F)
 - Post-hoc tests
- Quick response form – What did you like/What do you need?

8/04

- Individual conferences with Dr. Langslet (sign-up on 7/21)

8/17

- Guest Speaker from CSUS Research Administration Office
 - Topic: Human Subjects - How to complete the IRB form
- Guest Speaker: Former EDD graduate (TBA)
 - Topic: Preparing for the Dissertation Proposal Defense
- Quick response form – What did you like/What do you need?

8/18

- Data Analysis - A look at Qualitative and Quantitative samples
- Survey Seminar #2: How to re-code & enter survey data into SPSS
- Preparing for Chapters 4 & 5
- Course wrap-up & evaluations
- Optional individual conferences with Dr. Langslet (sign-up prior that morning)