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| | **THE UNIVERSITY OF TEXAS AT EL PASO**<br>**College of Education- Department of Teaching, Learning, and Culture** |

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| **Title of Course:**<br>Doctoral Proposal Writing Seminar | **Credits:** 3 | **Day/Time:**<br>Mondays<br>5:30 PM – 8:20 PM |
| **Course Number:**<br>TED 6397, CRN 12215 | **Location: Online & EDUC 308**<br>This course is scheduled to be hybrid. The Zoom meeting link can be found on the Blackboard course website.<br>Please consult the Course Schedule for more details**.** | |
| **Instructor Information:**<br>Amy Bach<br>Office phone: 915-747-5791<br>Email: ajbach@utep.edu | **Office:** COE 601<br>**Office Hours:** By Appointment (in person or Zoom**)** | |

**Pre-requisites**
You are in the right course if you have:

- Formed a Dissertation Committee;
- Selected a Dissertation Committee Chair;
- Successfully defended your Portfolio (or have a Portfolio defense date scheduled within the first two weeks of the Fall 2023 semester).

**Course Description**
The purpose of TED 6397 is to guide you in writing and development of a successful dissertation proposal. You will build on knowledge you have developed in your doctoral coursework and in previous research experiences, as well as in your portfolio course. Think of this course as a writing workshop.

**Readings Posted on Blackboard**
*Dissertation Proposal Readings*

1-1. Cassuto, L. (Feb., 11, 2011). *Demystifying the dissertation proposal*. The Chronicle of Higher Education. Retrieved from: http://chronicle.com/article/Demystifying-the-Dissertation/128916
1-2: *Writing thesis and dissertation proposals*, The Graduate Writing Center of the Center for Excellence in Writing (PSU).
1-3: Kilbourn, B. (2006). The qualitative doctoral dissertation proposal. *Teachers College Record, 4*, 529-576.
1-4: Ivankova, N. (2002). A sample mixed methods dissertation proposal.

*Conceptual and Theoretical Frameworks*

2-1: 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*(2), 12-26.

2-2: Maxwell, J. A. (2005). Conceptual framework: What do you think is going on? *Qualitative research design: An interactive approach* (pp. 33-64). Thousand Oaks, CA: Sage.

2-3: Creswell, J. W. (2014). The use of theory. *Research design: Qualitative, quantitative, and mixed methods approaches* (4th Ed., pp. 51-76). Thousand Oaks, CA: Sage.

*Literature Review*

3-1: Creswell, J. W. (2014). Review of the literature. *Research design: Qualitative, quantitative, and mixed methods approaches* (4th Ed., pp. 25-50). Thousand Oaks, CA: Sage.

3-2: Machi, L. A., & EcEvoy, B. T. (2016). Step six - Write the review. The *Literature review: Six steps to success* (3rd Ed., pp. 133-156). Thousand Oaks, CA: Sage.

*Research Design*

4-1: Creswell, J. W. (2014). The selection of a research approach. *Research design: Qualitative, quantitative, and mixed methods approaches* (4th Ed., pp. 3-24). Thousand Oaks, CA: Sage.

4-2: Creswell, J. W. (2014). Quantitative methods. *Research design: Qualitative, quantitative, and mixed methods approaches* (4th Ed., pp. 155-182). Thousand Oaks, CA: Sage.

4-3: Creswell, J. W. (2015). Collecting quantitative data. *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th Ed, pp. 140-173). India: Pearson.

4-4: Creswell, J. W. (2014). Qualitative methods. *Research design: Qualitative, quantitative, and mixed methods approaches* (4th Ed., pp. 183-214). Thousand Oaks, CA: Sage.

4-5: Creswell, J. W. (2015). Collecting qualitative data. *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th Ed., pp. 204-235). India: Pearson.

4-6: Yazan, B. (2015). Three approaches to case study methods in education: Yin, Merriam, and Stake. *The Qualitative Report, 20*(2), 134-152.

4-7: Creswell, J. W. (2013). Steps in conducting a scholarly mixed methods study. DBER Speaker Series, Paper 48.
http://digitalcommons.unl.edu/dberspeakers/48

4-8: Creswell, J. W. (2014). Mixed methods procedures. *Research design: Qualitative, quantitative, and mixed methods approaches* (4th Ed., pp. 215-240). Thousand Oaks, CA: Sage.

4-9: Creswell J. W. (2011). Controversies in mixed methods research. In N. K. Denzin, & Y. S. Lincoln, *The SAGE Handbook of Qualitative Research*, (4th Ed., pp. 269-83). Thousand Oaks, CA: Sage.

*Proposal Defense*

5-1: Cone, J. D. & Foster, S. L. (2006). Managing committee meetings: Proposal and oral defense. *Dissertations and these from start to finish* (2nd Ed., pp. 289-312). Washington, DC: APA.

All the readings above are available on Blackboard under Course Readings.

This semester you will become an expert in APA style if you aren't already. You will regularly consult the *Publication Manual of the American Psychological Association (7th edition)* online through the Owl at Purdue https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

You will identify most of the readings for this course for yourself, both from those posted on our BlackBoard page and from your own research. These readings will include doctoral dissertations and key journal articles and books that deal with your topic as well as your theoretical/conceptual framework and your methods.

**Grading**

TED 6397 is a milestone course with the grading mode of "S (Satisfactory)" or "U (Unsatisfactory)". To receive the grade of "S (Satisfactory)", students must successfully defend their proposal before the grading date in that semester. Students, who defend successfully after the grading date, but before the second week of the upcoming Fall/Spring semester, may request a change of grade from "U" to "S".

Students who receive a "U" in TED 6397 may re-enroll in the course or take TED 6398 – Dissertation I with their dissertation chair, which must culminate in a proposal defense before the second week of the upcoming Fall/Spring semester. If students are successful in defending their proposal during their second attempt, they may request a change of grade from "U" to "S" for their original TED 6397 course.

If students are unsuccessful after a second attempt (in TED 6397 or TED 6398), then the Probation/Dismissal Procedure will be initiated.

This course is designed to support your writing of the dissertation proposal. Your grade, however, is solely dependent on whether or not you successfully defend your dissertation proposal by the deadline. Neither the S or U grade is calculated as part of your GPA. I will assign your grade (S or U) in consultation with your dissertation chair.

For each assignment, I will provide a 2-1-0 range score, along with feedback. "2" means exceeds standards, "1" means meets standards, and "0" means does not meet standards. The rubrics I will use to evaluate your assignments are in Appendix 2 at the end of this syllabus. (Forum posts and portfolio assignments are given 1 point for completion).

*Ulimately your committee is the arbiter of the quality of your dissertation. It is your responsibility to share the work you turn in for this course with your committee throughout the semester. You should discuss feedback you receive from me and from your peers with your committee chair(s) to see if they agree or have other suggestions.* ***Take good notes of your feedback in class.*** *Likewise, in class you will be sharing what direction and feedback you have received from your committee. This communication will help ensure your success with the proposal defense.*

**Learning Objectives**

| **Students will be able to:** | **Assignments:** |
|---|---|
| 1. Develop readiness and capacity for conducting doctoral research. | Entire Portfolio & Course Readings |
| 2. Choose an appropriate research topic and be familiar with research done about the topic. | Assignments 2,4,7,9 |
| 3. Develop researchable questions or themes to be addressed in the dissertation. | Assignments 4, 5, 6, 7, 9 |
| 4. Develop the logic of dissertation proposal content organization. | Assignment 3 |
| 5. Provide a scholarly rationale for the importance of the topic. | Assignments 4, 7, 9 |
| 6. Refine literature review and identify appropriate theoretical frameworks. | Assignments 4, 8, 9 |
| 7. Design appropriate research methods with specific analytical tools and timeline to complete the data collection. | Assignments 5,6, 7 |
| 8. Refine the logical relationships between research questions, theoretical frameworks, and methods. | Assignments 4-8 Mock Proposal Defense Feedback |
| 9. Defend dissertation proposal to the dissertation committee and interested others. | Mock Proposal Defense |
| 10. Develop discernment and sensitivity to the reading of and listening to other's scholarship and provide feedback on the content of the writing (e.g., it's logic, arguments, structure) and the quality of the prose (voice, authority, writing conventions). | In class activities |

**Standards of Academic Integrity**

Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

**Students with Different Abilities**

If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Center for Accommodations and Support Services (CASS) located in Union East, Room 106. Students who have been designated as having a disability must reactivate their standing with CASS on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of CASS. You may call 915-747-5148 for general information about the Americans with Disabilities Act (ADA).

***Note:*** I know that getting this documentation for a learning difference can be cost prohibitive, so if you know you have a learning difference and you don't have standing with CASS at this moment, contact me, and we can discuss how the course can meet your needs.

**Help with Writing**

Virtually everyone needs help with writing academic English. There's no shame in it. The University Writing Center (UWC)— Library Building, Rm. 227, 747-5112— provides walk-in and online consultations for writing to all UTEP students at no cost. If I suggest you attend the Writing Center, it's because I think you will benefit from it. It's not a punishment and it's not a sign that you will be asked to leave the program or this course. Check the website for more information: http://uwc.utep.edu

**Course Structure**

This is a workshop-style course where you bring in material each week for feedback, usually in the form of a Powerpoint. Through dialogue and interaction with your

classmates and with me, you will engage with the scholarly literature on your proposed topic, determine the assumptions that shape your study, identify where you work contributes to the topic, and how you can best study the issue.

Beyond developing your proposal, the course will help you become a more effective scholarly writer as you engage in the writing process, which involves substantial revisions to attend to issues such as conceptualization and method, as well as, improve your proposal's organization and attend to other elements of writer's craft (e.g., authority and voice, grammar, etc.).

**Course Expectations**

Our research and writing, in which we are invested in many ways (personally, emotionally, and professionally), stirs up a lot of feeling; it is sensitive territory. I expect all of us (myself included) to work hard to create a safe and supportive atmosphere where hard thinking about proposal development can occur: simultaneously nurturing and critical. It is inevitable, though, that questions, curiosities, or differences of opinion will arise. This can be a healthy thing, and the class will succeed to the degree that we can engage such questions, curiosities, and differences in an openly constructive and thoughtful manner. It's possible to be both rigorous and kind.

**Scholarly Tools & Resources**

1. ProQuest Dissertations & Theses Global: https://www.proquest.com/advanced
2. EBSCO Open Dissertations/American Doctoral Dissertations: https://www.ebsco.com/products/research-databases/ebsco-open-dissertations
3. Free DOI Look Up – Crossref: https://www.crossref.org/guestquery/
4. Scimago Journal & Country Rank: https://www.scimagojr.com/
5. Zotero (Online Reference Organization): https://www.zotero.org/
6. Mendeley (Reference Management): https://www.mendeley.com
7. LucidChart (Create diagrams on line): https://www.lucidchart.com

**Set up Your Dissertation Proposal Defense:**

1. When you chair decides the proposal is ready, you will submit your proposal to the doctoral committee and coordinate a date for the dissertation proposal defense. You should give your committee at least three weeks to review the proposal.
2. Once a date is determined, you will submit the date and a room schedule request form to the Program Coordinator, who will reserve a room for your defense. This form can be found on the TLC Blackboard website in the "Proposal Defense Guide and Forms" folder.

**IRB Requirement for Your Dissertation:**

1. Only after the IRB (Internal Review Board) proposal is approved can you begin

your research.

2. You may work with your dissertation chair to submit your IRB proposal while taking TED 6397 or do this after completing the course.
3. To perform research with human subjects you must complete the Collaborative Institutional Training (CITI) tests for Social & Behavioral Researchers. There are two tests: (1) Social, Behavioral, and Education Sciences Responsible Conduct of Research and (2) Social Behavioral Researchers. It is your responsibility to complete this training *prior* to submitting your IRB proposal. You will find the tests at **https://www.utep.edu/orsp/human-subjects-research/training/**

**Course Assignments**

These are the course assignments which are due on BB the night *before* class:

| Assignment | Description | Points possible | Due Date |
|---|---|---|---|
| Assignment #1 | Upload your Portfolio to Blackboard along with a description of revisions requested by your committee | 1 | 8/28 @11:59 PM |
| Assignment #2 | You will ***analyze*** three dissertations in your field, using the Three Relevant Dissertations Assignment Form. | 2 | 9/5 @11:59 PM |
| Assignment #3 | You will ***create*** an outline of the Table of Contents for the first three chapters of your dissertation. | 2 | 9/11 @11:59 PM |
| Assignment #4 | You will ***revise and deepen*** your literature review, synthesizing the literature(s) you are speaking to, and explain your conceptual and/or theoretical framework.<br>You will create a PowerPoint of this and present it in class. | 2 | 10/2 @11:59 PM |
| Assignment #5 | You will create an expanded ***outline of*** your plan for methods and ***describe*** how they will address your research questions/hypotheses. You will ***develop*** at least one instrument (e.g., survey, interview or observation protocol) that will be used as part of your methodological approach (and be included in your appendix of your proposal). You will create a PowerPoint of this outline and instrument and present it in class. | 2 | 10/9 @11:59 PM |
| Assignment #6 | You will ***further develop*** **and** ***revise*** your methods chapter, ch. 3. This is | 2 | 10/23 @11:59 PM |

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|---|---|---|---|
| | where you connect your questions/hypotheses with your methods and with your instruments. You will detail your methods, and cite authors. You will create a PowerPoint of this, and present it in class. | | |
| Assignment #7 | You will ***develop*** your introduction draft and create a timeline for completing your dissertation. A qualitative dissertation proposal will have a very preliminary introduction, and a mixed methods/quantitative dissertation proposal will have a more fleshed out introduction. | 2 | 11/6 @11:59 PM |
| Assignment #8 | You will ***complete a final draft*** of the entire proposal along with a PowerPoint presentation. | 2 | 11/27 |
| Assignment #9 | Three discussion forum posts as described in course calendar for weeks 4, 5, and 10. | 3 (1pt/post) | 9/18 & 9/25 & 10/30 |
| Assignment Mock Proposal Defense | You will have 30 minutes ***to present*** the key ideas in your proposal. | | 12/4 |

**Course Schedule for Spring '23**

= face to face class meeting

= virtual Zoom class

= work on your own or with your writing buddy/group

= Student and faculty Zoom conference

* Class locations may be updated after the first class and a poll of students' preferences.

| Week | Date | Class Activities and Assignments |
|---|---|---|
| **Introduction to Course** | | |
| Week 1 | Aug 28 | **In class activities:**<br>• Introduction to the course and each other<br>• Review the syllabus<br>• Table of Contents model<br>• How to search for dissertations<br>**Assignment #1 DUE** (Upload your Portfolio to Blackboard. I will use this document as a "first draft" of your dissertation proposal so as to track your progress in the course.) |
| **Analyzing Three dissertations** | | |
| Week 2 | Sept 4 | **No class. Work on your own or with your writing buddy/group**<br>**Assignment #2 DUE**<br>**Suggested Readings**<br>Dissertation Proposal Readings |
| **Table of contents** | | |
| Week 3 | Sept 11 | **No class. Work on your own or with your writing buddy/group**<br>**Assignment #3 DUE**<br>I will be returning your portfolios to you by this date with my feedback. If you have questions regarding my feedback or need help planning ahead for your advancing your proposal, schedule a conference to be held during classtime (or as convenient during the week). |
| **Theoretical Frameworks** | | |
| Week 4 | Sept 18 | **In class activities:**<br>• Be prepared to discuss feedback from your committee on your initial TF in your portfolio, your goals for revision, and questions you have for the group about TFs |

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|---|---|---|
| | | **Discussion forum post due:** Upload to Blackboard group discussion forum an outline of your TF and three pages (max) of your TF you would like to workshop in class by 11:59 PM the night before our class.<br>**Suggested Readings**<br>Theoretical/Conceptual Framework Readings |
| **Developing Research Questions and Revising the Literature Review** | | |
| Week 5<br> | Sept 25 | **In class activities:**<br>• Developing research questions.<br>• Literature review revisions<br>• Be prepared to discuss feedback from your committee on your initial LR/RQs in your portfolio, your goals for revision, and questions you have for the group about LRs<br><br>**Discussion forum post due:** Upload to Blackboard group discussion forum your RQs, an outline of your literature review, and three pages (max) of your LR you would like to workshop in class by 11:59 PM the night before our class.<br><br>**Suggested Reading**<br>Literature Review Readings |
| **Revising the Literature Review and Theoretical/Conceptual Framework** | | |
| Week 6<br> | Oct 2 | **In class activities:**<br>• Student PP presentations<br>**Assignment #4 DUE**<br>**Suggested Readings**<br>Theoretical/Conceptual Framework Readings |
| **Research Design and Methods** | | |
| Week 7<br> | Oct 9 | **In class activities:**<br>• Discuss research design and methods.<br>• Student PP presentations<br>**Assignment #5 Due**<br>**Suggested Reading**<br>Research Design Readings |
| **Developing your Methods chapter** | | |
| Week 8<br> | Oct 16 | **No class. Work on your own or with your writing buddy/group** |
| **Revising your Methods chapter** | | |
| Week 9<br> | Oct 23 | **In class activities:**<br>• Student PP presentations<br><br>**Assignment #6 DUE** |

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| **Introductions** | | |
| Week 10<br> | Oct 30 | **In class activities:**<br>• Discuss introductions.<br>• Be prepared to discuss what improvements you'd like to make to your own introduction and what you noticed about the introductions of the dissertations you analyzed (e.g., structure, what's included, rhetorical strategies, etc.).<br>**Discussion forum post due:** Upload to Blackboard group discussion forum a draft of your proposal introduction to workshop. |
| **Developing/Revising your Introduction** | | |
| Week 11<br> | Nov 6 | **No class. Work on your own or with your writing buddy/group**<br><br>**Schedule conferences with me and your committee chair for support on your revisions.**<br><br>**Assignment #7 DUE** |
| **Revising the Entire Proposal** | | |
| Week 12<br> | Nov 13 | **No class. Work on your own or with your writing buddy/group**<br><br>**Schedule conferences with me and your committee chair for support on your revisions.** |
| **Revising the Entire Proposal** | | |
| Week 13<br> | Nov 20 | **No class. Work on your own or with your writing buddy/group**<br><br>**Schedule conferences with me and your committee chair for support on your revisions.** |
| **Practice Mock Proposal Defense with instructor** | | |
| Week 14<br> | Nov 27 | The practice mock proposal defense is a very informal practice run of your presentation with the instructor. Together we will polish your presentation and identify areas that could use more attention. I will email you with your 40-min scheduled conference time prior to this date.<br><br>**Assignment #8 DUE**<br><br>**Suggested Readings**<br>Proposal Defense Reading |
| **Mock Proposal Defense** | | |
| Week 15<br> | Dec 4 | **Virtual presentation with your committees and interested others**<br><br>You will have 30 min (max) to present your proposal. The audience will be allotted time following your presentation to engage with your work (approx. 10 min.). Consult with Dr. Johnson at least two weeks |

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| | | prior to your mock proposal defense about who you would like to invite to today's class. |
| **Official Proposal Defense (Schedule with your committee)** | | |
| Week 16 | Dec 11 | **No class.** Your committee chair should contact me by the end of the day on **Dec 15** to inform me that you successfully defended your proposal for you to receive a grade of "S" in this course. |

***Please note that this syllabus and course calendar is subject to change.**

## Appendix 1: Model Tables of Contents

### Qualitative Dissertation Outline of the Table of Contents

Ch. 1: Introduction

- Background of the problem
- Statement of the problem
- Setting
- Purpose of the study
- Research questions
- Significance of the study (including an overview of how your study speaks to the literature)
- Scope of the study (including a summary of methods to be used)
- Definition of terms, if appropriate
- Delimitations (boundaries you have set for the study)
- Limitations (influences you cannot control)
- Summary

Ch. 2: Review of the Literature

- Theoretical Framework
- Literature review
- Summary

Ch. 3: Research Methods

- Restatement of research questions
- Positionality
- Description of methods
- Unit(s) of analysis
- Population and Participants
- Selection criteria
- Data sources
- Data collection procedures
- Relationship between research questions and data collection techniques
- Data analysis plan
- Trustworthiness
- Summary

## Quantitative Dissertation Outline of the Table of Contents

Ch. 1: Introduction

- Background of the problem
- Statement of the problem
- Purpose of the study
- Theoretical framework
- Research hypothesis
- Significance of the study (including an overview of how your study speaks to the literature)
- Scope of the study (including a summary of methods to be used)
- Definition of terms, if appropriate
- Summary

Ch. 2: Review of the Literature

- Literature review
- Summary

Ch. 3: Research Methods

- Restatement of research questions/hypotheses
- Description of research design
- Unit of analysis
- Population and participants
- Selection criteria
- Instrumentation
- Research procedures
- Data analysis plan
- Assumptions of the study
- Delimitations (i.e., boundaries you have set for the study)
- Limitations (i.e., influences you cannot control)
- Validity
- Summary

## Appendix 2: Directions and Rubrics for Assignments

Turn in assignments to me on BB and email each assignment to your chair at the same time. Powerpoints presented in class do **NOT** need to be uploaded to Blackboard. I will mark credit for the assignments in BB.

**Assignment #1**

Upload your Portfolio to Blackboard along with a description of requested revisions from your committee.

**Directions:**
Upload your Portfolio to Blackboard. I will use this document as a "first draft" of your dissertation proposal so as to track your progress in the course. Your descrition of requested revisions will help me support you in your proposal development.

**Assignment #2**

You will ***analyze*** three dissertations in your field, using the Three Relevant Dissertations Assignment Form.

**Directions:**
Read all three dissertations. Copy the form below into a Word document and copy it two times to accommodate the three dissertations you will analyze. Complete the document accordingly.

**Review of Three Relevant Dissertations**

Your name:

Dissertation title:

Dissertation author:

University:

| | | |
|---|---|---|
| 1 | Research Gap (100-300 words) | |
| 2 | Research Questions (100-300 words) | |

| | | |
|---|---|---|
| 3 | Theoretical Framework (100-300 words) | |
| 4 | Major constructs to be investigated (100-300 words) | |
| 5 | Methods & Data Sources (100-300 words) | |
| 6 | Data Analysis Plan (100-300 words) | |
| 7 | Your learning (What did you learn by examining this dissertation that you will apply to your proposal?) | |

**Grading Rubric for Assignment #2**

| **Category** | **Meets Standards** | **Almost Meets Standards** | **Does not Meet Standards** |
|---|---|---|---|
| Assignment #2 | -The student has thoughtfully discussed all of the criteria required in the form and has followed the length recommendations. | -The student has discussed most of the criteria required in the form, but a few of the entries are less elaborated upon. The length recommendations are mostly followed. | -The student has not completed the form and the length requirements are ignored. |
| Points | 2 | 1 | 0 |

**Assignment #3**

You will ***create*** a draft of the Table of Contents for the first three chapters of your dissertation.

**Directions:**
Review the Table of Contents for three dissertations you have identified as models.

Consult the UTEP Guidelines for how to format your work at:
https://www.utep.edu/cs/graduate/PDFs/thesis-dissertation-formatting-guidelines.pdf

**Grading Rubric for Assignment #3**

| Category | Meets Standards | Almost Meets Standards | Does not Meet Standards |
|---|---|---|---|
| Assignment #3 | -Student has created a logical, detailed, and well-written Table of Contents for the first three chapters of the proposal.<br>-There is a clear relationship between the questions and the methods. | -Student's Table of Contents follows a logical order and has sufficient detail.<br>-The relationship between the questions and the method are taking shape. | -Student's Table of Contents is not logical or is non-existent.<br>-There is no emphasis on chapters 2 and 3.<br>-The relationship between the questions and the method are not logical. |
| Points | 2 | 1 | 0 |

**Assignment #4**

You will ***revise and deepen*** your literature review, expanding and synthesizing the literature(s) you are speaking to, and further develop and revise your theoretical framework.
You will create a PowerPoint of this and present it in class and be prepared to discuss changes you have made including what prompted the change (e.g. my feedback or your committee's feedback on the portfolio).

**Directions:**
You will revise your literature review and incorporate your theoretical framework. Or, you will revise your literature review as well as your theoretical framework, which will be in a separate section (for quantitative dissertations).

Prepare a Powerpoint to be presented in class. (It does not need to be uploaded to BB).

**Grading Rubric for Assignment #4**

| Category | Meets Standards | Almost Meets Standards | Does not Meet Standards |
|---|---|---|---|
| Assignment #4 | -Student has developed a theoretical framework that is clearly explained, with key concepts discussed, and there is a clear reasoning for its' use and the literature review has been revised. | -Student has developed a theoretical framework framework that is mostly well explained, and there is evidence of reasoning for its' use. The literature review has been revised a bit. | -Student's theoretical framework does not fit with the research design, is just mentioned, but not explained. The literature review has not been revised. |

**Assignment #5**

You will create an expanded ***outline*** *of* your plan for methods and ***describe*** how they will address your research questions/hypotheses. You will ***develop*** at least one instrument (e.g., survey, interview or observation protocol) that will be used as part of your methodological approach (and be included in your appendix of your proposal). You will create a PowerPoint of this outline and instrument and present it in class.

**Directions:**

Based on your initial methodology plan, you will outline your plan for methods, with the appropriate components, depending on your research design, and whether your approach is quantitative or qualitative. Start with your Table of Contents and begin to descriptively develop each section including citations for methods authors. Explain why your methodological approach will help you to address your research questions.

Also develop at least one instrument (e.g., survey, interview or observation protocol) that will be used as part of your methodological approach (and be included in your appendix of your proposal).

Prepare a Powerpoint to be presented in class. (It does not need to be uploaded to BB).

**Grading Rubric for Assignment #5**

| | | | |
|---|---|---|---|
| Assignment #5 | -Student has developed an expanded outline of the methods chapter, which includes all the appropriate components and relevant citations. There is a clear discussion of the appropriateness of the methodological design and how the methods will address the study's RQs.<br>- Student has developed an instrument that effectively aligns with the studies RQs. | -Student has developed an expanded outline of the methods chapter, which mostly includes all the appropriate components and relevant citations. There is a mostly clear discussion of the appropriateness of the methodological design and how the methods will address the study's RQs.<br>- Student has developed an instrument that may require revisions to better align with the studies RQs. | -Students' expanded outline, methodological discussion, and instrument need significant improvement in several areas. |
| Points | 2 | 1 | 0 |

**Assignment #6**

You will ***further develop*** **and** ***revise*** your methods chapter, ch. 3. This is where you connect your questions/hypotheses with your methods and with your instrument(s). You will detail your methods, and cite authors. You will create a PowerPoint of this, and present it in class.

**Directions:**
You will complete a draft revision of your methods chapter, based on feedback on your outline, while also further developing the chapter. You will create aPowerPoint for the methods section, as well, which will be presented in class (and doesn't need to be uploaded to BB).

**Grading Rubric for Assignment #6**

| **Category** | **Meets Standards** | **Almost Meets Standards** | **Does not Meet Standards** |
|---|---|---|---|
| Assignment #6 | -Student has developed a methods chapter that is clearly explained, with key components discussed. | -Student has developed a methods chapter that is mostly well explained, with most of the key components included. | -Student's methods chapter is unclear and does not fit with the research questions. |

| | | | |
|---|---|---|---|
| Points | 2 | 1 | 0 |

**Assignment #7**

You will ***create a first draft*** of your introduction along with a timeline for completing your dissertation. A qualitative dissertation proposal will have a very preliminary introduction, and a mixed methods/quantitative dissertation proposal will have a more fleshed out introduction that includes the theoretical or conceptual framing.

**Directions:**

You will write an introduction that addresses all of the key points required, depending on the kind of study you are planning to conduct. You will use the appropriate Table of Contents model as a guide. The timeline will be in a separate document and you will use the model in Appendix 3 of the syllabus as a guide.

**Grading Rubric for Assignment #7**

| Category | Meets Standards | Almost Meets Standards | Does not Meet Standards |
|---|---|---|---|
| Assignment #7 | -Student has written a compelling introduction that includes all of the required components. | -Student has written an introduction that includes some of the required components. | -Student's introduction is unclear and does not address the required components. |
| Points | 2 | 1 | 0 |

**Assignment #8**

You will ***complete a final draft*** of the entire proposal along with your PowerPoint presentation.

**Directions:**

You revise all sections of of your proposal based on feedback and do a final edit. You will combine the draft PowerPoints, with feedback incorporated, into one document that is ready to present. You will submit the final draft of your proposal on BB.

**Grading Rubric for Assignment #8**

| Category | Meets Standards | Almost Meets Standards | Does not Meet Standards |
|---|---|---|---|
| Assignment #8 | -Student has developed a final draft and a PowerPoint that is ready to present and | -Student has developed final draft and a PowerPoint that is almost ready to present, as there | -Student hasn't completed the final draft of the proposal, incorporated revisions and edited; the |

| | | | |
|---|---|---|---|
| | the revisions incorporate feedback from prior drafts. | are still revisions or refinements to be made. | PowerPoint still needs work. |
| Points | 2 | 1 | 0 |

**Assignment #9**

Three discussion forum posts as described in course calendar for weeks 4,5, and 10.

**Directions:**

- Forum 1: Upload to Blackboard group discussion forum three pages (max) of your TF you would like to workshop in class. Also upload the outline of your TF (This helps us to see the broader ground you cover beyond the three pages.)
- Forum 2: Upload to Blackboard group discussion forum your RQs and three pages (max) of your LR you would like to workshop in class. Also upload the outline of your TF (This helps us to see the broader ground you cover beyond the three pages.)
- Forum 3: Upload to Blackboard group discussion forum a draft of your proposal introduction to workshop. Be prepared to direct the class to sections you need more support.

**Mock Proposal Defense**

You will have 30 minutes ***to present*** the three components of your proposal. Then your chair, committee members, and interested others will discuss your work with you.

**Directions:**

You will have 30 minutes to present the three components of your proposal to the audience. It's common to practice presenting it aloud on your own to make sure you fit into the time parameters. The following rubric will help you self-assess your work and prepare your presentation. It will be presented to the class participants and guests prior to presentations as a guide to providing oral feedback.

**Evaluation of Dissertation Proposal Presentations**

*Please rate the student's performance, with one as the best and 5 as needs the most work. Include any comments you have to help the student improve the proposal.*

1. Is the problem to be studied discussed clearly and compellingly?

1 2 3 4 5

Comments:

2. Is the theoretical framework explicitly explained?

1 2 3 4 5

Comments:

3. Are the most pertinent aspects of the literature(s) critically discussed?

1 2 3 4 5

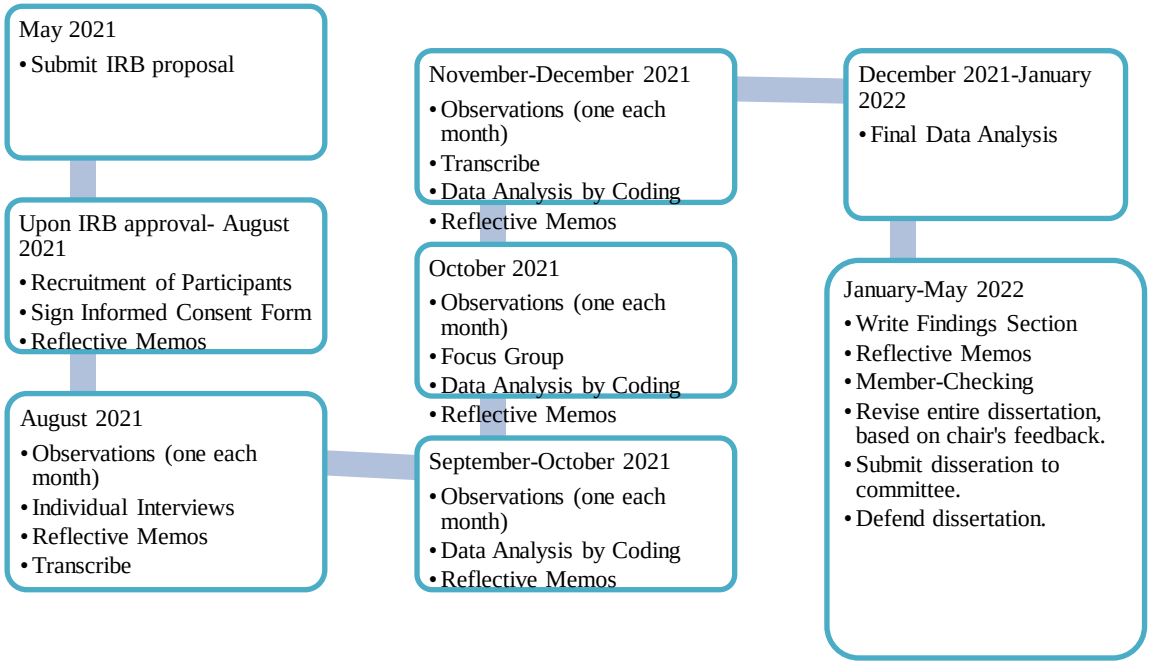
Comments:

4. Are the methods clearly explained and appropriate for the questions?

1 2 3 4 5

Comments:

5. What suggestions to you have for the student?

Comments:

## Appendix 3: Timeline Model