Title of Course: Doctoral Proposal Writing Seminar

Credits: 3

Day/Time: Tuesdays 5:30 PM – 8:20 PM

Course Number: TED 6397, CRN 21432

Location: Online & EDUC 305

This course is scheduled to be hybrid. The Zoom meeting link can be found on the Blackboard course website. Please consult the Course Schedule for more details.

Instructor Information:
Amy Bach
Office phone: 915-747-5791
Email: ajbach@utep.edu

Office: COE 610
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 Spring 2024 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

1-2: Writing thesis and dissertation proposals, The Graduate Writing Center of the Center for Excellence in Writing (PSU).


Conceptual and Theoretical Frameworks

Literature Review

Research Design

Proposal Defense

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).

Ultimately 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

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<thead>
<tr>
<th>Students will be able to:</th>
<th>Assignments:</th>
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<tr>
<td>1. Develop readiness and capacity for conducting doctoral research.</td>
<td>Entire Portfolio &amp; Course Readings</td>
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<td>2. Choose an appropriate research topic and be familiar with research done about the topic.</td>
<td>Assignments 2, 4, 7, 9</td>
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<td>3. Develop researchable questions or themes to be addressed in the dissertation.</td>
<td>Assignments 4, 5, 6, 7, 9</td>
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<tr>
<td>4. Develop the logic of dissertation proposal content organization.</td>
<td>Assignment 3</td>
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<tr>
<td>5. Provide a scholarly rationale for the importance of the topic.</td>
<td>Assignments 4, 7, 9</td>
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<tr>
<td>6. Refine literature review and identify appropriate theoretical frameworks.</td>
<td>Assignments 4, 8, 9</td>
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<tr>
<td>7. Design appropriate research methods with specific analytical tools and timeline to complete the data collection.</td>
<td>Assignments 5, 6, 7</td>
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<tr>
<td>8. Refine the logical relationships between research questions, theoretical frameworks, and methods.</td>
<td>Assignments 4-8, Mock Proposal Defense feedback</td>
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<td>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).</td>
<td>In class activities</td>
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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 (HoOP) 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/
7. LucidChart (Create diagrams on line): https://www.lucidchart.com

**Set up Your Dissertation Proposal Defense:**

1. When you chair decide 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
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/](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:

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<tr>
<th>Assignment #</th>
<th>Description</th>
<th>Points possible</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Assignment #1</td>
<td>Upload your Portfolio to Blackboard along with a description of revisions requested by your committee</td>
<td>1</td>
<td>1/16 @11:59 PM</td>
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<tr>
<td>Assignment #2</td>
<td>You will analyze three dissertations in your field, using the Three Relevant Dissertations Assignment Form.</td>
<td>2</td>
<td>1/22 @11:59 PM</td>
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<tr>
<td>Assignment #3</td>
<td>You will create an outline of the Table of Contents for the first three chapters of your dissertation.</td>
<td>2</td>
<td>1/29 @11:59 PM</td>
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<tr>
<td>Assignment #4</td>
<td>You will revise and deepen your literature review, synthesizing the literature(s) you are speaking to, and explain your conceptual and/or theoretical framework. You will create a PowerPoint of this and present it in class.</td>
<td>2</td>
<td>2/19 @11:59 PM</td>
</tr>
<tr>
<td>Assignment #5</td>
<td>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.</td>
<td>2</td>
<td>2/26 @11:59 PM</td>
</tr>
<tr>
<td>Assignment #6</td>
<td>You will further develop and revise your methods chapter, ch. 3. This is</td>
<td>2</td>
<td>3/18 @11:59 PM</td>
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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.

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<th>Assignment #7</th>
<th>You will <strong>develop</strong> 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.</th>
<th>2</th>
<th>4/1 @11:59 PM</th>
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<tr>
<td>Assignment #8</td>
<td>You will <strong>complete a final draft</strong> of the entire proposal along with a PowerPoint presentation.</td>
<td>2</td>
<td>4/22</td>
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<tr>
<td>Assignment #9</td>
<td>Three discussion forum posts as described in course calendar for weeks 4, 5, and 10.</td>
<td>3</td>
<td>2/5 &amp; 2/12 &amp; 3/25</td>
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<tr>
<td>Assignment Mock Proposal Defense</td>
<td>You will have 30 minutes <strong>to present</strong> the key ideas in your proposal.</td>
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<td>4/30</td>
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