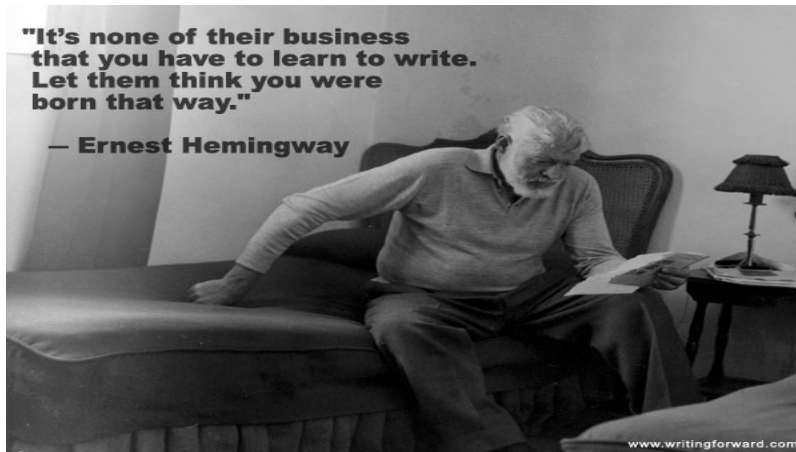


TED 6397 Doctoral Proposal Writing Seminar
CRN 14519
University of Texas at El Paso
College of Education
Department of Teaching, Learning, and Culture
Fall 2014

Instructor: Char Ullman, Ph.D.
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Class time/place: Weds., 9-11:30 AM EL3 Lab, EDUC 310
Office: EDUC 804 and EDUC 206 (Project LEAD office)
Office hours: Wednesdays, 3:00-5:00 PM,
8:30-9:30 PM, and always by appointment.



Course Information

3 credit hours, required

Required Text

Publication Manual of the American Psychological Association, (6th ed., 2nd printing).

Articles will be posted on Blackboard for you to download. They include:

1. Bredo, E. (2006). Philosophies of educational research. In J.L. Green, G. Camilli, & P.B. Elmore (Eds.) *Handbook of complementary methods in education research*. (pp. 3-31). Mahwah, NJ: Lawrence Erlbaum.

2. Cole, M. (2010) "What's culture got to do with it? Educational research as a necessarily interdisciplinary enterprise. *Educational Researcher*, 39(6), 461-470.
3. Guba, E. and Y.S. Lincoln (2005). Paradigmatic controversies, contradictions, and emerging confluences. Pp. 191-215. In *The Sage Handbook of Qualitative Research*, 3rd ed. N.K. Denzin and Y.S. Lincoln (Eds.). Sage Publications: Thousand Oaks, CA.
4. Luker, K. (2008). Reviewing the literatures. Chap. 5 (pp. 76-98) in *Salsa dancing into the social sciences: Research in an age of info-glut*. Cambridge, MA: Harvard University Press.
5. O'Leary, Z. (2005). *Researching real-world problems: A guide to methods of inquiry*. Thousand Oaks, CA: Sage.

Chapter 2: From real problems to researchable questions. (pp. 23-38)

Chapter 3. Preparing to research real-world problems (pp. 39-60).

6. Orellana, M.F. (2001). The work kids do: Mexican and Central American immigrant children's contributions to households and schools in California. *Harvard Educational Review*, 71(3), 366-389.
7. Smith, L.T. (2006). Decolonizing methodologies: Research and indigenous peoples. Chapter 2. Research through imperial eyes. (pp. 42-57).

Course Description

This is a required course for TLC students. You must be continuously enrolled in TED 6397 until your proposal is accepted by your dissertation committee. You may take this course a second time, and a third time, in consultation with your advisor.

Course Pre-requisites:

You are in the right course if you have:

- Formed a Dissertation Committee;
- Selected a Dissertation Committee Chair;
- Successfully defended the Portfolio

What is a Dissertation Proposal, Exactly?

Dissertation proposals are mysterious beasts, and it is the purpose of this course to demystify them.

A dissertation proposal is a form of writing that you usually do only once in your life. It's something that you cannot find in libraries or bookstores. A dissertation proposal is an interim document, a piece of writing that does not exist independently of itself. It is a stage in your intellectual journey, in between

coursework and the dissertation. The dissertation proposal is a kind of map making. You are going on a journey to uncharted territory (your dissertation). You need to become a cartographer first. Cassuto (2011:2) puts it this way: "You should imagine you are diagramming a place you haven't been to yet".

Cassuto, L. (Sept., 11, 2011). Demystifying the dissertation proposal. *The Chronicle of Higher Education*. Retrieved from:
<http://chronicle.com/article/Demystifying-the-Dissertation/128916>

Course Objectives

The purpose of TED 6397 is to guide you in writing a successful dissertation proposal. You will build on knowledge you have developed in doctoral coursework (especially research courses and independent studies) and in previous research experiences.

In this course, you will:

1. identify a relevant **topic** of research;
2. create a **scholarly rationale** for the importance of the topic;
3. develop researchable **questions** or **themes** to be addressed in the dissertation;
4. create a **literature review**;
5. create a **theoretical framework**;
6. design appropriate **research methods** with specific analytical tools;
7. create a **timeline** for completion of the major elements of the dissertation.

After you have written your dissertation proposal, there are a number of steps that need to take place.

1. You will work with your chair to refine your dissertation proposal.
2. When your chair decides the proposal is ready, he or she will arrange for your dissertation proposal hearing.
3. Your chair will send your dissertation proposal to your committee, and they will have two to three weeks to review it before the proposal hearing.
4. You will put together a PowerPoint presentation that takes your committee through your proposal.
5. After your dissertation proposal has been approved (and this may involve revisions), you will work with your chair to complete your Internal Review Board (IRB) proposal.
6. Only after your IRB proposal is approved can you begin your research.
7. You may submit your IRB proposal during the semester you are taking TED 6397 or you may do so after you have completed the course, when you are enrolled in TED 6398.

Course Description

First part of course

We will have weekly face-to-face class meetings, in which we will focus on the purposes and processes of dissertation research. This may include conversations with library staff and the people in the Office of Sponsored Projects, depending on your needs.

Second part of course

We will concentrate on writing drafts of chapters 1-3. We will meet as a class every other week to share drafts and submit finished drafts. On the weeks that we do not meet as a class, you will have time to read, write, and meet individually me and with your chair.

Third part of course

You will prepare for and present your proposal in a Mock Proposal Hearing. Your dissertation chair and your committee, along with our departmental

The following table provides a list of the most relevant student learning outcomes for the course and the assessments that I will use to evaluate your learning.

	Student Learning Outcomes	Assessments
	<i>By the end of course, the student will be able to:</i>	<i>To evaluate these outcomes, the faculty members will use the following assessment procedures:</i>
1.	Have written a dissertation proposal that is comprised of drafts of the first three chapters of the dissertation.	One-on-one conferences; oral and written feedback; in-class discussions with peers;
2.	Have created a do-able research timeline.	Written feedback.
3.	Have created a PowerPoint or Prezzi that describes the proposed research.	Oral and written feedback.
4.	Have presented a PowerPoint or Prezzi that describes the proposed research, addressing questions from the audience.	Oral and written feedback.

Class Policy

Always plan to be in class on time. That said, if something unavoidable comes up, come to class as soon as possible. Be sure to text me on my cell phone, at (915) 238-2327, to let me know when you will arrive. **Also, all written assignments for this course will be submitted electronically, through Blackboard.** No paper assignments will be accepted.

Academic Honesty

Everything you turn in for this course must be your own work. I want to know what *you* think, not how clever you are at getting around the rules. Use your brilliance in a productive way. Any act of academic dishonesty attempted by a UTEP student is unacceptable. Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to,

cheating, plagiarism, and collusion. Collusion is making plans with other people, in order to cheat. Violations will be taken seriously and will be referred to the Dean of Students Office for disciplinary action. Students may be suspended or expelled from UTEP for such actions. It's serious!

Different Abilities

If you have or believe you have a disability, you may wish to self-identify it. You can do so by providing documentation to the Office of Disabled Student Services located in Union E, Room 203. Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services 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 professor and/or director of Disabled Student Services. You may call (915) 747-5148 for general information about the Americans with Disabilities Act (ADA). I am always happy to accommodate to your needs.

On Scholarly Writing

You should think of this course as a writing workshop. I will work individually with you and I will develop activities based on your particular needs. Through dialogue and interaction with your classmates, me, and your dissertation chair, you will engage with the scholarly literature on your proposed topic. The course is organized to promote development of scholarly inquiry and writing. You are strongly encouraged to seek writing support from your committee, the University Writing Center, and writing workshops organized by the Graduate School.

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 (6th edition)*. I want you to "work smart, not hard", and internalize the norms of APA style, so that you don't have to do multiple revisions that are simply about mechanics.

Some readings will be assigned for our collective learning and read by all members of the class; however, you will identify most of the readings for this course for yourself. These readings will include doctoral dissertations and key journal articles and books that deal with your topic.

Evaluation

As per guidelines established in the Graduate School Catalog, TED 6397 is a pass/fail course. Upon completion of the course, you will receive a grade of "S" (Satisfactory) and "U" (Unsatisfactory). Neither the S or U grade is calculated as part of the GPA. The grade will be assigned by the course instructor, in consultation with the dissertation chair. TED 6397 falls under the Graduate School's policy of "continuous enrollment," meaning that the course must be repeated in the following semester if

a grade of “U” is assigned. Because writing the dissertation proposal is a lengthy process that requires a great deal of time, focused reflection, and regular consultation with the dissertation chair, it may require more than one semester to produce an acceptable proposal. That’s OK. For this reason, consider a grade of “U” as “under construction” rather than “failure.”

Course Assignments

You will complete drafts of the first three chapters of your dissertation, understanding that they are drafts, and that they are likely to change in ways big or small, as you undertake your dissertation research.

1. Chapter 1, Introduction
2. Chapter 2, Literature Review
3. Chapter 3, Methodology

I will read drafts of each chapter of your proposal, and I will do so in consultation with your dissertation chair. In addition, you will present your research plan in the form of a PowerPoint or Prezzi to an audience of students and doctoral faculty at our Mock Proposal Hearing at the end of the semester.

Final project for this course is completed drafts of chapters 1-3, along with a timeline for completion of the dissertation.

Course Schedule for Spring 2014*

Week	Date	Work in Class	Assignments	Facilitator
Welcome to TED 6397-				
1	Weds., Sept. 10	<ul style="list-style-type: none"> - Introductions - Syllabus preview - TLC Milestones - What to expect before you dissertate... -Why you always write the introduction and the conclusion last... -Complete questionnaire 	<ul style="list-style-type: none"> -Read Orellana (2001) -Read proposal examples - Writing assignment # 1, Outline of the Components of the proposal, chapters 1-3. -Request two (or more) dissertations from the library and/or your advisor. It may take a while to get them, so you need to do this early on. -Presentation from UTEDS and faculty about plagiarism in room 100 at 6:00 P.M. on Tues., Sept. 16th, if you can make it. 	Dr. Ullman

Identifying a topic and creating a scholarly rationale for your study				
2	Weds., Sept. 17	-Discussion of Orellana (2001) "The work kids do" using <i>Guiding Questions for Reading Educational Research</i> -Discuss research topics.	-Read O'Leary (2005) ch. 2 and ch. 3 using <i>Guiding Questions</i> . -Writing Assignment #2 Identify and analyze two model dissertations in your field, using <i>Guiding Questions</i> .	
Researchable questions and themes				
3	Weds., Sept. 24	-Discuss O'Leary (2005). -Discuss research questions and themes. -Discuss model dissertations.	-Read Luker (2008) and Bredo (2006). - Writing assignment # 3 , revision of assignment #1, Outline of chapters 1-3, Components of the Proposal.	
The Literature review				
4	Weds., Oct. 1	-Discuss Luker (2008) and Bredo (2006). -Discuss how search the literature, how to read it, and what it means to synthesize the literature. -Visit to the library, if appropriate.	-Read Cole (2010) and Guba and Lincoln (2005). - Writing assignment # 4 , First draft of the outline of the literature review.	
Continuing the Literature Review				
5	Weds., Oct. 8	-Discuss Cole (2010) and Guba and Lincoln (2005). -Discuss outlines. -Discuss theoretical frameworks.	-Read Smith (2006). Writing assignment # 5 , First draft of the outline of methods chapter, ch. 2.	
The Method must fit the questions: The How of the proposal				
6	Weds., Oct. 15	-Discuss Smith. -Discuss methods. -Presentation from ORSP, if appropriate.	-Write chapter 2.	

Working on chapters 2 and 3				
7	Weds., Oct. 15	<i>During this time, we will communicate through Blackboard, email, and text, as needed. We can also plan face-to-face meetings at any time throughout the semester.</i>	-Writing assignment #6: Draft of ch. 2, the literature review.	
Share chapter 2				
8	Weds., Oct. 22	-We will negotiate whether we want to meet face-to-face to share drafts or whether we want to share feedback online.	-Write ch. 3.	
Working on your own				
9	Weds., Oct. 29	-During this time, we will communicate through Blackboard, email, and text, as needed. We can also plan face-to-face meetings at any time throughout the semester.	- Writing assignment # 7, revision of ch. 3	
Share chapter 3				
10	Weds., Oct. 28	-We will negotiate whether we want to meet face-to-face to share drafts or whether we want to share feedback online.	- Writing assignment # 8, Revision of the timeline and the introduction.	
Working on your own				
11	Weds., Nov. 4	<i>During this time, we will communicate through Blackboard, email, and text, as needed.</i>		

		<i>We can also plan face-to-face meetings at any time throughout the semester.</i>		
Working on your own.				
12	Weds., Nov. 11	-We will negotiate whether we want to meet face-to-face to share drafts or whether we want to share feedback online.		
Working on your own.				
13	Weds., Nov. 18	-We will negotiate whether we want to meet face-to-face to share drafts or whether we want to share feedback online.		
Thanksgiving Holiday				
14	Weds., Nov. 25	NO CLASS	-Turn in your PowerPoints for the final presentation.	
Dr. Ullman will be at the annual meeting of the American Anthropology Association.				
15	Weds., Dec. 2	NO CLASS	-Turn in chapters 1-3.	
Mock-Proposal Hearing				
16	Weds., Dec. 9	Turn in chapters 1-3, timeline, and PowerPoint.	Have a great holiday!	

***Please note that this syllabus is subject to change and/or adjustments.**

Because there are only two of you in the class, and because I am on both of your committees, I have decided not to include due dates for the course assignments. Instead, we will determine due dates together, and tailor assignments to your specific situations.

Appendix 1: Directions for Assignments

Assignment #1:

Writing assignment # 1, first draft

Outline of the Components of the Proposal, chapters 1-3.

After our discussing and reviewing approved proposals, you will create a first

draft of a detailed outline of chapters 1-3.

Assignment #2:

Writing assignment # 2, Identify and analyze two model dissertations in your field, using the *Guiding Questions*.

You will request relevant dissertations from the library and/or your advisor. Read them using the *Guiding Questions*. Complete the Dissertation Review Form that is on our website.

Assignment #3:

Writing assignment # 3, revision of assignment #1, Outline of chapters 1-3, Components of the Proposal.

You will revise your initial outline. It doesn't have to be perfect, but it is inevitable that it will be revised at this point.

Assignment #4:

Writing assignment # 4, First draft of the outline of the literature review, ch. 2. This is where you synthesize the literature(s) you will be speaking to, and explain your theoretical framework.

Assignment #5:

Writing assignment # 5, First draft of the outline of methods chapter, ch. 3. This is where you connect your questions with your methods. You detail your methods, and cite authors. Charts help a lot here.

Assignment #6:

Writing assignment #6: Revision of ch. 2. You will turn in your revised version of ch. 2 for feedback.

Assignment #7:

Writing assignment # 7, Revision of ch. 3.

You will turn in your revised version of ch. 3 for feedback.

Assignment #8:

Writing assignment # 8, Draft of the timeline and the introduction.

You will turn in your revised timeline and introduction for feedback.