

TED 6397 - Doctoral Proposal Writing Seminar (15200)

Fall Semester, 2018

(Revised on Aug 26, 2018)

Department of Teacher Education

College of Education

University of Texas at El Paso

Class meeting time: Wednesdays, 5:30 pm –8:20 pm

Class meeting place: Room 601, UTEP Education Building

Instructor: Dr. Pei-Ling Hsu

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Office Hours: 2:30pm-5:30pm on Wednesdays; by appointments

Course Description

Preparation of dissertation proposal. Student must successfully complete the course prior to scheduling the proposal hearing. Students may repeat this course if they cannot complete it the first time. If students are unsuccessful the second time, then the Probation/Dismissal Procedure will be initiated.

Pre-requisites

Students have formed a Dissertation Committee and successfully defended their Portfolios.

TLC Interim Policy

As an interim policy, students who received a “U” in TED 6397 may take an Independent Study (TED 6395) with their dissertation chair that must culminate with a proposal hearing before the final day of class for that semester. If students are unsuccessful the second time (in TED 6397 or TED 6395), then the Probation/Dismissal Procedure will be initiated.

Student Learning Outcomes:

The course is designed to help students develop and write a successful dissertation proposal. At the end of the course, successful students will be able to:

1. Choose an appropriate **research topic**
2. Provide a **scholarly rationale** for the importance of the topic
3. Develop researchable **questions** or **themes** to be addressed in the dissertation
4. Refine **literature review**
5. Choose 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
8. Defend their **dissertation proposals** to their dissertation committee

Readings

- 1) Reading Packet 1 (Dissertation Proposal):

- 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.
- 2) Reading Packet 2 (Conceptual Framework):
- 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.
- 3) Reading Packet 3 (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.
- 4) Reading Packet 4 (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.
- 5) Reading Packet 5 (Research Quality):
- 5-1: Guba, E., & Lincoln, Y. S. (1989). *Judging the Quality of Fourth Generation Evaluation*. (pp. 228-254). Newbury Park, CA: Sage.
 - 5-2: Ritchie, J., Lewis, J., Nicholls, C. M., & Ormston, R. (2014). Generalizing from qualitative research. *Qualitative research practice: A guide for social science students & researchers* (pp. 347-366). London: Sage.
 - 5-3: O’Cathain, A. (2010). Assessing the quality of mixed methods research. In A. Tashakkori & C. Teddlie (Eds), *Mixed methods in social & behavioral research* (pp. 531-558). Thousand Oaks, CA: Sage.
- 6) Reading Packet 6 (Proposal Defense):
- 6-1: 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 in Blackboard. Students are responsible to identify readings that are relevant to the topics of their dissertations.

Scholarly Tools & Resources

1. ProQuest Dissertations & Theses Global : <https://0-search-proquest-com.lib.utep.edu/pqdtglobal/advanced?accountid=7121>
2. American Doctoral Dissertations: <http://0-web.b.ebscohost.com.lib.utep.edu/ehost/search/advanced?vid=0&sid=2d4941da-a556-4391-aa68-c865a493819a%40sessionmgr102>
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/homepage5/?switchedFrom=>
7. LucidChart (Create diagrams on line): <https://www.lucidchart.com/>
8. OWL- Purdue Online Writing Lab: https://owl.purdue.edu/owl/purdue_owl.html
9. Research Guide (University of Southern California): <http://libguides.usc.edu/writingguide>

Assignments:

All assignments should be submitted to Blackboard and all due dates are listed in Table 1.

1. Portfolio – Literature Review Section (1 point):

Please submit your Portfolio – Literature Review section to Blackboard.

2. CITI training certificates (1 point):

Please go to CITI Program: <https://www.citiprogram.org/>, create an account, and complete these two courses: (1) Responsible Conduct in Research (RCR): Social and Behavioral Responsible Conduct of Research Course, (2) Human Subjects Research (HSR): Social & Behavioral Research Investigators. There is no cost for these two courses and will take some hours to complete. Please submit these two certificates to Blackboard.

3. Powerpoint - Review 3 dissertations (2 points)

Students will review 3 relevant dissertations and provide a powerpoint presentation on the following information:

- Titles and schools of these 3 dissertations
- Comparisons for Table of Content: Similarities, Differences, Merits
- Comparisons for Chapter 1: Similarities, Differences, Merits
- Comparisons for Chapter 2: Similarities, Differences, Merits
- Comparisons for Chapter 3: Similarities, Differences, Merits

A rubric for this assignment can be found in Appendix 1. Please submit the powerpoint to Blackboard. A paper-copy (3 slides per page) of this powerpoint file should be handed to the instructor before the class on their presentation day.

4. Table of Content (7 points): Students will create a logical, detailed, and well-written Table of Contents for the first three chapters of the dissertation. The following 4 sub-assignments are designed to support students for this assignment. A rubric for this assignment can be found in Appendix 2.

1) Table of Content - Draft 1 (2 points)

Students will generate a table of content – draft 1 and submit it to (1) Blackboard and (2) Email to the Chair and cc the instructor.

2) Powerpoint – Table of Content (2 points)

Students will submit their powerpoint to Blackboard and present their table of content to the class to receive oral feedback. A paper-copy (3 slides per page) of this powerpoint file should be handed to the instructor before the class on their presentation day.

3) Table of Content - Draft 2 (2 points)

Students will generate a table of content – draft 2 to address feedback from the instructor and peers in the class and submit it to (1) Blackboard and (2) Email to the Chair and cc the instructor.

4) Table of Content meeting results (1 point)

Students will use Template 1 and submit the meeting results with their chair on the table of content to Blackboard.

5. **Chapter 2 (7 points):** Students will create a logical, detailed, and well-written for chapter 2 of the dissertation. The following 4 sub-assignments are designed to support students for this assignment. A rubric for this assignment can be found in Appendix 2.
 - 1) **Chapter 2 - Draft 1 (2 points)**
Students will generate chapter 2 – draft 1 and submit it to (1) Blackboard and (2) Email to the Chair and cc the instructor.
 - 2) **Powerpoint – Chapter 2 (2 points)**
Students will submit their powerpoint to Blackboard and present their chapter 2 to the class to receive oral feedback. A paper-copy (3 slides per page) of this powerpoint file should be handed to the instructor before the class on their presentation day.
 - 3) **Chapter 2 - Draft 2 (2 points)**
Students will generate a chapter 2 – draft 2 to address feedback from the instructor and peers in the class and submit it to (1) Blackboard and (2) Email to the Chair and cc the instructor.
 - 4) **Chapter 2 meeting results (1 point)**
Students will use Template 2 and submit the meeting results with their chair on chapter 2 to Blackboard.

6. **Chapter 3 (7 points):** Students will create a logical, detailed, and well-written for chapter 3 of the dissertation. The following 4 sub-assignments are designed to support students for this assignment. A rubric for this assignment can be found in Appendix 2.
 - 1) **Chapter 3 - Draft 1 (2 points)**
Students will generate chapter 3 – draft 1 and submit it to (1) Blackboard and (2) Email to the Chair and cc the instructor.
 - 2) **Powerpoint – Chapter 3 (2 points)**
Students will submit their powerpoint to Blackboard and present their chapter 3 to the class to receive oral feedback. A paper-copy (3 slides per page) of this powerpoint file should be handed to the instructor before the class on their presentation day.
 - 3) **Chapter 3 - Draft 2 (2 points)**
Students will generate chapter 3 – draft 2 to address feedback from the instructor and peers in the class and submit it to (1) Blackboard and (2) Email to the Chair and cc the instructor.
 - 4) **Chapter 3 meeting results (1 point)**
Students will use Template 3 and submit the meeting results with their chair on the chapter 3 to Blackboard.

7. **Chapter 1 (7 points):** Students will create a logical, detailed, and well-written for chapter 1 of the dissertation. The following 4 sub-assignments are designed to support students for this assignment. A rubric for this assignment can be found in Appendix 2.
 - 1) **Chapter 1 - Draft 1 (2 points)**
Students will generate chapter 1 – draft 1 and submit it to (1) Blackboard and (2) Email to the Chair and cc the instructor.
 - 2) **Powerpoint – Chapter 1 (2 points)**
Students will submit their powerpoint to Blackboard and present their chapter 1 to the class to receive oral feedback. A paper-copy (3 slides per page) of this powerpoint file should be handed to the instructor before the class on their presentation day.

- 3) Chapter 1 - Draft 2 (2 points)**
Students will generate chapter 1 – draft 2 to address feedback from the instructor and peers in the class and submit it to (1) Blackboard and (2) Email to the Chair and cc the instructor.
- 4) Chapter 1 meeting results (1 point)**
Students will use Template 4 and submit the meeting results with their chair on chapter 1 to Blackboard.
- 8. Proposal (7 points):** Students will create a logical, detailed, and well-written for the proposal of the dissertation. The following 4 sub-assignments are designed to support students for this assignment. A rubric for this assignment can be found in Appendix 2.
- 1) Proposal - Draft 1 (2 points)**
Students will generate the proposal – draft 1 and submit it to (1) Blackboard and (2) Email to the Chair and cc the instructor.
- 2) Powerpoint – Proposal (2 points)**
Students will submit their powerpoint to Blackboard and present their proposal to the class to receive oral feedback. A paper-copy (3 slides per page) of this powerpoint file should be handed to the instructor before the class on their presentation day.
- 3) Proposal - Draft 2 (2 points)**
Students will generate the proposal – draft 2 to address feedback from the instructor and peers in the class and submit it to (1) Blackboard and (2) Email to the Chair and cc the instructor.
- 4) Proposal meeting results (1 point)**
Students will use Template 5 and submit the meeting results with their chair on proposal to Blackboard.
- 9. Powerpoint - Mock Proposal Defense (2 points):**
Each student will have 15 minutes to present a mock proposal defense to the public audience and submit its powerpoint to Blackboard. A rubric for this assignment can be found in Appendix 3. A paper-copy (3 slides per page) of this powerpoint file should be handed to the instructor before the class on their presentation day.

Course Requirements:

1. All assignments should be submitted through the Blackboard system and use WORD files or Powerpoint files. File names should start with “your name” and end with “the assignment name”. There should be no space in between. Taking the name of “Isaac Newton” for example.
 - 1) IsaacNewton-Portfolio–Literature Review Section.pdf
 - 2) IsaacNewton-CITI-certificates.pdf
 - 3) IsaacNewton-Powerpoint-Review3dissertations.ppt
 - 4) IsaacNewton-Table-of-Content-Draft1.doc
 - 5) IsaacNewton-Powerpoint–Table-of-Content.ppt
 - 6) IsaacNewton-Table-of-Content-Draft2.doc
 - 7) IsaacNewton-Table-of-Content-meeting-results.doc
2. Due dates are specified in Table 1 and due time is **12:00AM, Wednesdays** for ALL electronic submissions.

Grad for TED 6397

TED 6397 is a required course for all TLC students and is graded on a scale of Successful (S)/Unsatisfactory (U).

- Satisfactory (S): A student successfully defends his/her dissertation proposal by the end of the Semester (Dec 15, 2018)
- Under Construction/Unsatisfactory (U): A student does not successfully defend his/her dissertation proposal by the end of the Semester (Dec 15, 2018)

This course is designed to support students' writing for their dissertation proposals. However, the grade is solely dependent on whether students defend their dissertation proposals to their dissertation committee successfully by the end of the semester (Dec 15, 2018). 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. The grade (S or U) 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. For each assignment, a 2-1-0 range score will be given in Blackboard to reflect students' work progress: "0" (Does not Meet Standards), "1" (Meets Standards), "2" (Exceeds Standards). Rubrics to evaluate assignments can be found in Appendix 1, 2, and 3 at the end of the syllabus.

Set up Your Dissertation Proposal Defense:

1. When students' chairs decide the proposal is ready, students submit their finalized proposals to the doctoral committee and coordinate a date for the dissertation proposal defense to the dissertation committee, who should have at least 2 weeks to review the proposal.
2. Once a date is determined. Students will submit the date and a room request to the Program Coordinator, who will reserve a room and send out an announcement flyer

IRB Requirement for Your Dissertation:

1. Only after the IRB (Internal Review Board) proposal is approved can students begin their research.
2. Students may work with their dissertation chairs to submit their IRB proposals while taking TED 6397 or after.

Support for Scholarly Writing

Students are strongly encouraged to seek writing support from following resources:

- 1) Students' dissertation committee
- 2) Writing groups with peers
- 3) Writing workshops (e.g., by the Graduate School)
- 4) University Writing Center
- 5) Online resources (e.g., see the "scholarly tools and resources" section in the syllabus)

Accommodation

If you have a disability and need classroom accommodations, please communicate your needs to the instructor and contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass.

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. You may learn what count as plagiarism in this website: <http://www.plagiarism.org/>

Equal Educational Opportunity

In order to create equal educational opportunities in the class, all students are expected to demonstrate respect for the diverse voices and individual differences in the class. Particularly, no person shall be excluded from participation in, denied benefits of, or be subject to discrimination under any program or activity sponsored or conducted by the University of Texas at El Paso on the basis of race, color, national origin, religion, sex, age, veteran status, disability, or sexual orientation. Any member of the University community who engages in discrimination or other conduct in violation of University policy is subject to the full range of disciplinary action, up to and including separation from the University. Complaints regarding discrimination should be reported to the University's Equal Opportunity Office. Inquiries regarding applicable policies should be addressed to the University's Equal Opportunity Office, Kelly Hall, 3rd Floor, 915.747.5662 or eoaa@utep.edu <<mailto:eoaa@utep.edu>>.

Inclusiveness and Equity

Learning happens only when we feel respected as a whole human being. My top priority in our classroom is to cultivate relationships of trust and respect and a sense that we see each other as whole, complex human beings. That you experience this in our classroom is important for the sake of your learning in our course and for the sake of your future students' learning, so that you feel able to cultivate such relationships with them. To that end, I want you to know that all of you is welcome in our classroom space—all the parts of you as a person are welcome in our discussions, our activities, our assignments, and in our assessments. We are all complex people with a variety of perspectives, experiences, challenges, assets, and resources—our gender identities, our sexual orientations, our religions, our races, our ethnicities, our economic statuses, our immigration statuses, our parenthoods, our veteran statuses, our ages, our languages, our abilities and disabilities. All the parts of you are welcome in our learning community to the extent that you feel comfortable bringing them in. I strive to show respect for the variety and wholeness in each of you, and I expect that each of you shows respect for each other as well. If you feel marginalized in our class, and you feel comfortable discussing it, I would like to know so that I can support you, protect you, and make changes that feel more inclusive and equitable.

Table 1. Course Schedule: Changes may be made during the classes. Students should follow the latest changes.

No	Date	Topics & Activities	Readings before the class	Assignments Due (12:00am) All assignments are submitted to BB EE: Extra Email to the Chair & cc Dr. Hsu
01	Aug 29 F2F	-Review syllabus -Searching dissertations -Dissertation –Table of Content		
02	Sep 5 F2F	-Syllabus test -The dissertation journey -APA test	Reading packet 1- Dissertation proposal	1. Portfolio-Literature review section 2. CITI training certificates 3. Powerpoint - Review 3 dissertations 4-1. Table of Content Draft 1 (EE)
03	Sep 12 F2F	-Conceptual framework -Literature review	Reading packet 2- Conceptual framework	4-2. Powerpoint – Table of Content
04	Sep 19	-Meet with the dissertation chair to discuss Table of Content (Template 1) -Start Chapter 2 -Individual meetings		4-3. Table of Content Draft 2 (EE) 5-1. Chapter 2 Draft 1 (EE)
05	Sep 26 F2F	-Research Importance -Literature review	Reading packet 3- Literature review	4-4. Table of Content meeting results (Template 1) 5-2. Powerpoint- Chapter 2
06	Oct 3	- Meet with the dissertation chair to discuss Chapter 2 (Template 2) -Start Chapter 3 -Individual meetings		5-3. Chapter 2 Draft 2 (EE) 6-1. Chapter 3 Draft 1 (EE)
07	Oct 10 F2F	-Research methods	Reading packet 4- Research design	5-4. Chapter 2 meeting results (Template 2) 6-2. Powerpoint - Chapter 3
08	Oct 17	-Meet with the dissertation chair to discuss Chapter 3 (Template 3) -Start Chapter 1 -Individual meetings		6-3. Chapter 3 Draft 2 (EE) 7-1. Chapter 1 Draft 1 (EE)
09	Oct 24 F2F	-Proposal defense overview	Reading packet 5- Research quality	6-4. Chapter 3 meeting results (Template 3) 7-2. Powerpoint- Chapter 1
10	Oct 31	-Meet with the dissertation chair to discuss Chapter 1 (Template 4) -Start Proposal -Individual meetings		7-3. Chapter 1 Draft 2 (EE) 8-1. Proposal Draft 1 (EE)
11	Nov 7 F2F	-Proposal defense	Reading packet 6- Proposal defense	7-4. Chapter 1 meeting results (Template 4) 8-2. Powerpoint – Proposal
12	Nov 14	-Meet with the dissertation chair to discuss Proposal (Template 5) -Start proposal -Individual meetings		8-3. Proposal Draft 2 (EE)
13	Nov 21	-Individual meetings		8-4. Proposal meeting results (Template 5)
14	Nov 28 F2F	-Mock Presentation		9. Powerpoint – Mock Proposal Defense
15	Dec 5	-Individual meetings		-Time to set up your Proposal Defense!!!

Appendix 1: Rubric for Evaluating “Review 3 dissertations”

Assignment	Exceeds Standards 2	Meets Standards 1	Does not Meet Standards 0
Review 3 dissertations	<ul style="list-style-type: none"> -Student has selected relevant dissertations. -Student’s summaries of the dissertations are clear and carefully thought out. -Student’s synthesis of the dissertations goes beneath the surface, is thoughtful, and well written. -All of the guiding questions are addressed in depth. 	<ul style="list-style-type: none"> -Student has selected relevant dissertations -Student’s summaries are discuss the main points. -Student’s synthesis is thorough and well-written. -The guiding questions are addressed, but not all of them are dealt with, and/or some of them are not addressed completely. 	<ul style="list-style-type: none"> -Student has not selected relevant dissertations. -Student has not summarized the main points of the dissertations. -Student’s synthesis is superficial and/or poorly written. - Not all of the guiding questions are addressed, and the ones that are addressed are dealt with superficially.

Appendix 2: Rubric for Evaluating Dissertation Proposal Components

Assignment	Exceeds Standards 2	Meets Standards 1	Does not Meet Standards 0
Table of Content	-Student has created a logical, detailed, and well-written Table of Contents for the first three chapters of the dissertation	-Student’s Table of Contents follows a logical order and has sufficient detail.	-Student’s Table of Contents is not logical or is non-existent.
Chapter 2	-Student has created a theoretical framework and a literature review that flow together and is comprehensive.	-Student’s theoretical framework and revised literature review are beginning to flow together.	-Student’s theoretical framework does not fit with the research design. -Student’s literature review has not been expanded/revised.
Chapter 1	-Student has developed an introduction that situates the study and offers a rationale for conducting the study. -Student has a do-able timeline developed.	-Student’s introduction begins to explain a rationale for conducting the study. -Student’s timeline is do-able.	-Student’s introduction does not present an argument as to why the study should be done. -Student’s timeline is not do-able. -Student’s introduction and timeline are non-existent.
Chapter 3	-Student has developed a methods chapter that details the plan for data collection and a plan for data analysis. -Student’s plan situates the data collection in the literature.	-Student’s methods chapter is beginning to come together and become coherent. -Students’ plan begins to situate the data collection in the literature.	-Student’s methods chapter is not coherent. -Student’s methods chapter does not relate to the methods literature. -Student’s methods chapter does not exist.
Appendixes	-Attach all necessary information that help readers understand the project (e.g., instruments, curriculum, working sheets)	-Attach most of the relevant information that help readers understand the project (e.g., instruments, curriculum, working sheets)	-Attach only part of relevant information that help readers understand the project (e.g., instruments, curriculum, working sheets)
Mechanics of English	-Appropriate expression of concepts, varied and accurate vocabulary, no errors occur with regards to grammar, conventions and spelling. -Follow APA format	-Clear expression and vocabulary, some mechanical errors exist but not to get in the way of understanding. -Have some APA format errors	-Some mechanical errors exist but not to get in the way of understanding. -Many errors with regards to grammar, spelling, and conventions. -There is no obvious APA formatting structure

Appendix 3: Evaluation of Mock Dissertation Proposal Presentations

Assignment	Exceeds Standards 2	Meets Standards 1	Does not Meet Standards 0
Mock Presentation	-Obtain average ranking of 4-5	-Obtain average ranking of 2-3.9	-Obtain average ranking of 0-2

Please rate the student's performance, with 5 as the best and 1 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?

Need much work 1	Need more work 2	Okay 3	Good 4	Excellent 5
Comments:				

2. Is the theoretical framework explicitly explained?

Need much work 1	Need more work 2	Okay 3	Good 4	Excellent 5
Comments:				

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

Need much work 1	Need more work 2	Okay 3	Good 4	Excellent 5
Comments:				

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

Need much work 1	Need more work 2	Okay 3	Good 4	Excellent 5
Comments:				

5. What suggestions to you have for the student?

Need much work 1	Need more work 2	Okay 3	Good 4	Excellent 5
Comments:				