



THE UNIVERSITY OF TEXAS AT EL PASO  
College of Education- Department of Teaching, Learning, and Culture

<b>Title of Course:</b> Doctoral Proposal Writing Seminar	<b>Credits:</b> 3	<b>Day/Time:</b> Mondays Group 1 5:30-6:45 PM (STEM) Group 2 7:00-8:15 PM (SCF/LBI)  <i>Week 2 and Week 15 we ALL meet from 5:30-8:20</i>
<b>Course Number:</b> TED 6397, CRN 21991	<b>Location:</b> EDUC 308  This is scheduled to be a hybrid course. The Zoom meeting Link can be found on the Blackboard course website and will be emailed to you prior to the first class.  Please consult the Course Schedule for more details.	
<b>Instructor Information:</b> Sarah Jean Johnson, Ph.D. Office phone: 915-747-5965 Cellphone 917-238-2327 You can call or text until 9 PM. Email: sjjohnson2@utep.edu	<b>Office:</b> COE 606 <b>Office Hours:</b> 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 2022 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.

## COVID-19 PRECAUTION STATEMENT

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to [covidaction@utep.edu](mailto:covidaction@utep.edu), so that the Dean of Students Office can provide you with support and help with communication with your professors. COVID-19 testing, including rapid antigen testing is available on campus. More information can be found at this link. <https://www.utep.edu/resuming-campus-operations/testing/>

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit [epstrong.org](http://epstrong.org).

### **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* (4<sup>th</sup> 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* (4<sup>th</sup> 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* (3<sup>rd</sup> 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* (4<sup>th</sup> Ed., pp. 3-24). Thousand Oaks, CA: Sage.
- 4-2: Creswell, J. W. (2014). Quantitative methods. *Research design: Qualitative, quantitative, and mixed methods approaches* (4<sup>th</sup> 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* (4<sup>th</sup> Ed, pp. 140-173). India: Pearson.
- 4-4: Creswell, J. W. (2014). Qualitative methods. *Research design: Qualitative, quantitative, and mixed methods approaches* (4<sup>th</sup> 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* (4<sup>th</sup> 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* (4<sup>th</sup> 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*, (4<sup>th</sup> 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* (2<sup>nd</sup> 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* (7<sup>th</sup> edition) online through the Owl at Purdue

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](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 required course for all TLC students. It is graded on a scale of Successful (S) to Under Construction (U). No one can receive the grade of “1” in this course. You will earn an S in the course if you successfully defend your dissertation proposal by May 13, 2022.

You can repeat this course if you are not able to complete your proposal over the course of this 16-week semester. As an interim policy, students who receive a “U” in TED 6397 can take the course a second time, or they can take an Independent Study (TED 6395) with their dissertation chair. They must successfully defend the proposal before the last day of class of semester enrolled. If a student is unsuccessful the second time (in TED 6397 or TED 6395), then the TLC Doctoral Committee will initiate the Probation/Dismissal Procedure.

This course is designed to support your writing the dissertation proposal. However, the grade is solely dependent on whether or not you successfully defend your dissertation proposal by May 13, 2022.

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.

Neither the S or U grade is calculated as part of your GPA. The grade (S or U) will be assigned by the course instructor, in consultation with the 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. 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**

<b>Students will be able to:</b>	<b>Assignments:</b>
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

**Class Policies**

This is a seminar course that requires your active participation, beginning with coming to each class on time and being fully prepared to contribute to the discussion and activities. If you are joining us virtually and you have trouble getting onto the Zoom link, please contact me on my cell at 917-319-9338.

**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 work something out.

### **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. It is a terrific resource. 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. If you need assistance with writing, the tutors at the UWC can help you. They are good. Check the website for more information: <http://uwc.utep.edu>

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, your dissertation chair, and me, 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.

### **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 your 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.

**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 their IRB proposals 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:

Assignment	Description	Points possible	Due Date
Assignment #1	Upload your Portfolio to Blackboard	1	1/23 @11:59 PM
Assignment #2	You will <b>analyze</b> three dissertations in your field, using the Three Relevant Dissertations Assignment Form.	2	1/30 @11:59 PM
Assignment #3	You will <b>create</b> an outline of the Table of Contents for the first three chapters of your dissertation.	2	1/30 @11:59 PM
Assignment	You will <b>revise and deepen</b> your	2	20/20 @11:59

#4	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.		PM
Assignment #5	You will create an expanded <b>outline of</b> your plan for methods and <b>describe</b> how they will address your research questions/hypotheses. You will <b>develop</b> 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	2/28 @11:59 PM
Assignment #6	You will <b>further develop and revise</b> your methods chapter, ch. 3. This is 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.	2	3/20 @11:59 PM
Assignment #7	You will <b>develop</b> 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	@11:59 PM
Assignment #8	You will <b>complete a final draft</b> of the entire proposal along with a PowerPoint presentation.	2	4/3 @11:59 PM
Assignment #9	Three discussion forum posts as described in course calendar for weeks 4,5, and 10.	3 (1pt/post)	2/6 & 2/13 & 3/28 @11:59 PM
Assignment Mock Proposal Defense	You will have 15-20 minutes <b>to present</b> the key ideas in your proposal. Use the evaluation tool to organize your PowerPoint.		5/2



## Course Schedule for Fall 2022\*



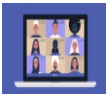



= face to face class meeting













= virtual class



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

Week	Date	Class Activities and Assignments
<b>Martin Luther King Holiday</b>		
Week 1	Mon., Jan 17	<b>NO CLASS</b>
<b>Introduction to Course</b>		
Week 2 	Mon., Jan. 24  <i>Full class meeting 5:30-8:20</i>	<b>Virtual class activities:</b> <ul style="list-style-type: none"> <li>• Introduction to the course and each other</li> <li>• Review the syllabus</li> <li>• Table of Contents model</li> <li>• How to search for dissertations</li> </ul> <b>Assignment #1 DUE</b> (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.)
<b>Table of Contents/Analyzing Three dissertations</b>		
Week 3 	Mon., Jan. 31	<b>No class. Work on your own or with your writing buddy/group</b> <b>Assignment #2 &amp; 3 DUE</b> <b>Suggested Readings</b> Dissertation Proposal Readings
<b>Theoretical Frameworks</b>		
Week 4 	Mon., Feb. 7  Group 1 5:30-6:45 PM (STEM) Group 2 7:00-8:15 PM (SCF/LBI)	<b>In class activities:</b> <ul style="list-style-type: none"> <li>• 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</li> </ul> <b>Discussion forum post due:</b> Upload to Blackboard group discussion forum three pages (max) of your TF you would like to workshop in class by 11:59 PM Sunday, the night before our class. <b>Suggested Readings</b> Theoretical/Conceptual Framework Readings
<b>Developing Research Questions and Revising the Literature Review</b>		
Week 5 	Mon., Feb. 14  Group 1 5:30-6:45 PM (STEM)	<b>In class activities:</b> <ul style="list-style-type: none"> <li>• Developing research questions.</li> <li>• Literature review revisions</li> </ul>

	Group 2 7:00-8:15 PM (SCF/LBI)	<ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Discussion forum post due:</b> Upload to Blackboard group discussion forum your RQs and three pages (max) of your LR you would like to workshop in class by 11:59 PM Sunday, the night before our class.</p> <p><b>Suggested Reading</b> Literature Review Readings</p>
<b>Revising the Literature Review and Theoretical/Conceptual Framework</b>		
Week 6 	Mon., Feb. 21  Group 1 5:30-6:45 PM (STEM) Group 2 7:00-8:15 PM (SCF/LBI)	<p><b>In class activities:</b></p> <ul style="list-style-type: none"> <li>Student PP presentations</li> </ul> <p><b>Assignment #4 DUE</b> <b>Suggested Readings</b> Theoretical/Conceptual Framework Readings</p>
<b>Research Design and Methods</b>		
Week 7 	Mon., Feb. 28  Group 1 5:30-6:45 PM (STEM) Group 2 7:00-8:15 PM (SCF/LBI)	<p><b>In class activities:</b></p> <ul style="list-style-type: none"> <li>Discuss research design and methods.</li> <li>Student PP presentations</li> </ul> <p><b>Assignment #5 Due</b> <b>Suggested Reading</b> Research Design Readings</p>
<b>Developing your Methods chapter</b>		
Week 8 	Mon., Mar. 7	<b>No class. Work on your own or with your writing buddy/group</b>
<b>Spring Break</b>		
	Mon., Mar. 14	<b>NO CLASS</b>
<b>Revising your Methods chapter</b>		
Week 9 	Mon., Mar. 21	<p><b>In class activities:</b></p> <ul style="list-style-type: none"> <li>Student PP presentations</li> </ul> <p><b>Assignment #6 DUE</b></p>
<b>Introductions</b>		
Week 10 	Mon., Mar. 28	<p><b>In class activities:</b></p> <ul style="list-style-type: none"> <li>Discuss introductions.</li> <li>Be prepared to discuss what improvements you'd like to make to your own introduction and what you noticed about the</li> </ul>

	<p>Group 1 5:30-6:45 PM (STEM) Group 2 7:00-8:15 PM (SCF/LBI)</p>	<p>introductions of the dissertations you analyzed (e.g., structure, what's included, rhetorical strategies, etc.).</p> <p><b>Discussion forum post due:</b> Upload to Blackboard group discussion forum a draft of your proposal introduction to workshop.</p>
<b>Developing/Revising your Introduction</b>		
<p>Week 11</p> 	<p>Mon., Apr. 4</p>	<p><b>No class. Work on your own or with your writing buddy/group</b></p> <p><b>Schedule conferences with me and your committee chair for support on your revisions.</b></p> <p><b>Assignment #7 DUE</b></p>
<b>Revising the Entire Proposal</b>		
<p>Week 12</p> 	<p>Mon., Apr. 11</p>	<p><b>No class. Work on your own or with your writing buddy/group</b></p> <p><b>Schedule conferences with me and your committee chair for support on your revisions.</b></p>
<b>Revising the Entire Proposal</b>		
<p>Week 13</p> 	<p>Mon., Apr. 18</p>	<p><b>No class. Work on your own or with your writing buddy/group</b></p> <p><b>Schedule conferences with me and your committee chair for support on your revisions.</b></p> <p><b>Assignment #8 DUE</b></p> <p><i>AERA is April 21-26 (I'm available to help with presentations! Please schedule a meeting with me at least a week in advance).</i></p>
<b>Presenting your PowerPoint</b>		
<p>Week 14</p> 	<p>Mon., Apr. 25</p> <p>Group 1 5:30-6:45 PM (STEM) Group 2 7:00-8:15 PM (SCF/LBI)</p>	<p><b>Virtual class activities:</b></p> <ul style="list-style-type: none"> <li>Each person will have 15-20 minutes to present their PowerPoints. Your professor and your colleagues will give you verbal and written feedback.</li> </ul> <p><b>Suggested Readings</b> Proposal Defense Reading</p>
<b>Mock Proposal Defense</b>		
<p>Week 15</p> 	<p>Mon., May 2</p> <p><i>Full class meeting 5:30-8:20</i></p>	<p><b>Virtual presentation with your committees and interested others:</b></p> <p><b>MOCK PROPOSAL PRESENTATION</b></p>

<b>Official Proposal Defense (Schedule with your committee)</b>		
Week 16		Your committee chair should contact me by the end of the day on May 13 <sup>th</sup> 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 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 every assignment in to me through BB and email each assignment to your chair at the same time.

### Assignment #1

Upload your Portfolio to Blackboard

#### 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.

### 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**

<b>Category</b>	<b>Meets Standards</b>	<b>Almost Meets Standards</b>	<b>Does not Meet Standards</b>
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.

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. -There is a clear relationship between the questions and the methods.	-Student's Table of Contents follows a logical order and has sufficient detail. -The relationship between the questions and the method are taking shape.	-Student's Table of Contents is not logical or is non-existent. -There is no emphasis on chapters 2 and 3. -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.

#### 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). Your revisions will be in a color other than black.

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 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** 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. - 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. - 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. You will create an initial PowerPoint 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
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### 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.

#### 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
- Forum 2: Upload to Blackboard group discussion forum your RQs and three pages (max) of your LR you would like to workshop in class
- Forum 3: Upload to Blackboard group discussion forum a draft of your proposal introduction to workshop.

#### Mock Proposal Defense

You will have 15-20 minutes *to present* the three components of your proposal. Then, your chair, committee members, and interested others will ask you questions.

#### Directions:

You will use the evaluation tool to organize your PowerPoint. It's common to practice presenting it aloud on your own to make sure you fit into the time parameters.

You will have 15-20 minutes to present the three components of your proposal to the audience. This is the evaluation tool that the audience will use to evaluate your presentation. Please use it to plan your PowerPoint or Prezi.

#### 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

