EDH 796 DISSERTATION PROPOSAL PREPARATION

Instructor/Facilitator:
Office:
Office Hours:
Email:

COVID-19 COURSE ADJUSTMENTS*
Principles
1. Nobody signed up for this.
- Not for the sickness, not for the social distancing, not for the sudden end of our collective lives together on campus.
- Not for an online class, not for teaching remotely, not for learning from home, not for mastering new technologies, not for varied access to learning materials.
2. The humane option is the best option.
- We are going to prioritize supporting each other as humans.
- We are going to prioritize simple solutions that make sense for the most.
- We are going to prioritize sharing resources and communicating clearly.
3. We cannot just do the same thing online.
- Some assignments are no longer possible.
- Some expectations are no longer reasonable.
- Some objectives are no longer valuable.
4. We will foster intellectual nourishment, social connection, and personal accommodation.
- Accessible asynchronous content to combat fatigue and promote flexibility.
- Synchronous discussion to learn together and combat isolation.
5. We will remain flexible and adjust to the situation.
- Nobody knows 100% where this is going and what we'll need to adapt.
- Everybody needs support and understanding in this unprecedented moment.
Adapted from Brandon Bayne, UNC Chapel Hill

Course Description
This course[1] is designed for advanced doctoral students to build on their research competencies from their methods courses. The purpose of this course is to get advanced doctoral students going on their dissertation proposal writing, and become competent in basic research designs, which entails making judgments about matching research designs to particular research problems. In addition, students will become more aware of the issues to consider when making decisions about the assessment of their overall research.
Students will learn how to develop literature and possible methodological means of investigation around their research topic. Emphasis will be on how to construct a research question that can be empirically addressed during doctoral training. While the primary focus of this course is to write the dissertation proposal, the course refreshes doctoral students on the basic concepts of research, focusing on conducting literature reviews, understanding theory, defining research problems and

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[1] Thanks to Vicki Rosser and Dan Wright. This syllabus is closely based on one they produced.

methods, collecting and analyzing data, communicating findings, and applying research to solving educational problems. In addition, students should be able to understand the purposes, assumptions, and logic inherent in research methodologies.

Course Design - Course content focuses upon developing:
- familiarity with a variety of research methods through which educational problems may be examined.
- an understanding of the nature of the development of and/or testing of theory, and the use of theory in improving research in education.
- an understanding of how we explain events in science (causality, correlation, description).
- an understanding of basic research methods, identifying their strengths and limitations, and illuminating their assumptions and consequences of their assumptions to understand not only the products of scientific investigation, but the process as well.
- knowledge of specific procedures or techniques of gathering information within a given set of methods or in a particular context of inquiry.
- understanding of specific data analysis procedures, as justified by the logic of particular scientific methods.

Course Objectives - The objectives of the course are as follows:
- to assist students in understanding the purposes of disciplined inquiry in educational organizations.
- to help students understand different modes of inquiry.
- to provide students with an understanding of the necessary tools to propose researchable problems linked to more general "theories" and to investigate those problems.

Course Text

There is no required text for this course; rather this course is about writing your research proposal.

Graded Assignments for Evaluation
1) Topic, Importance, Purpose/Focus Statement P/F
   a) CHAPTER 1OutlineP/F
   b) Draft P/F
2) CHAPTER 2
   c) Outline P/F
   d) Draft P/F
   e) CHAPTER 3OutlineP/F
   f) Draft P/F
3) Draft Dissertation Proposal P/F
4) Mock Defense (Oral Presentation) P/F
5) Grad College Research Stuff:
   1) Ithenticate (https://www.unlv.edu/graduatecollege/ithenticate) P/F
   2) Citi https://www.unlv.edu/research/ORI-HSR/training Report   P/F
6) Class Participation P/F

In evaluating written assignments, I look for the following characteristics:
- Use of Standard English and spelling. Any errors should be minor and few.
- Use of correct APA 7th edition writing format and citation style.

- Clarity of thought; effective argumentation; expert voice

Please note that papers that show limited mastery of APA format and style and frequent problems in grammar, spelling, and punctuation will NOT receive a passing grade.
Send assignments as word docs to me during the week that they are due. If you think you may be late, you must tell me beforehand.

Accuracy of information
- Completeness of response to the assignment
- Analytical and linguistic level appropriate for doctoral students
- Effective writing style (Paper is organized and coherent, with an introduction, body, and conclusion, and does not contain irrelevant material)
- All written assignments must be typed and use 12-point font.

Grading
Grades of "P" show thorough knowledge of the material covered in class, excellent thinking evidenced by the quality of written assignments and class discussion, as well as commitment to the community of learners through active participation to class discussion and peer learning. Grade of "F" will be reserved for work that does not reflect commitment to the learning activities and/or students who do not participate actively in the course.

Class Discussions
The instructional format for the course is lecture and small/large group discussion. There will be significant amounts of independent work time allocated, as well as draft workshop. It is expected that each student will be adequately prepared for class, participate in large group and small group discussions, and in general, give evidence of having read the assigned materials. For most class sessions, preparation shall consist of readings in the area to be covered for that topic and thinking about the material in relation to your own research. Students are expected to be prepared to discuss salient issues, questions, and problems emerging from your writing experiences and reading.
To develop and establish a learning community active participation is vital. Class participation consists of (1) attendance; (2) active and thoughtful participation in class discussions based on a thorough and critical analysis of readings; (3) active and full participation in small group work; and (4) completion of written assignments.
Respect Differing Views
Students should be respectful of differing views. At times we will discuss controversial issues, and ones in which people are deeply invested. Honest and sincere differences of opinion will be respected, however, personal attacks and hate speech will not.
Tentative Schedule of Class Topics
(Subject to change as needed)
(Also, the topics may change based on what participants want)

#	Date	S/A	Topic	Readings & Assignments
1		S	Introductions	Problem Statement

				Purpose Statement Research Question
2		A	Ch2: Literature Review	Randolph, J. (2009). A guide to writing the dissertation literature review. *Practical Assessment, Research, and Evaluation*, *14*(1), 13. *Identify Literature Sources*
3		A	Ch2: Literature Review	*Summarize and Categorize* Submit Lit Review Outline/Draft by Friday 2/5
4		S	Workshop	Kezar, A. (2006). To use or not to use theory: Is that the question?. In *Handbook of Higher Education* (pp. 283-344). Springer, Dordrecht.
5		A	Ch2: Framework	
6		A	Ch2: Framework	Turn in Full Draft of Literature Review + Framework by Sunday 2/28
7		S	Ch3: Methods	Read Methods Guide (TBD)
8		A	Ch3: Methods	
			SPRING BREAK	
9		A	Ch3: Methods	Turn in Methods Draft for peer review by Friday 3/26
10		S	Methods Workshop	Turn in Full Methods Draft by Sunday 4/4
11		A	Ch1: Introduction	
12		A	Ch1: Introduction	
13		A/S	Ch1: Introduction	Turn in Introduction Draft by 4/25
14		S	Mock Defenses	Letter to Junior Scholars
15		S	Mock Defenses	Turn in Full Proposal Draft by 5/12

Additional Sources & References

Lots of good methods books out there. Weekly readings will be sent by email.

The key website is: https://www.unlv.edu/graduatecollege/thesis

American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (2014). *Standards for educational & psychological testing* (2014 edition). Washington, DC: American Educational Research Association.
American Psychological Association. (2012). *Publication Manual of the American Psychological Association* (6[h] ed.). Washington, DC: American Psychological Association.
Breakwell, G., Wright, D.B., & Barnett, J. (Eds) (2020). *Research methods in psychology* (5th ed). London: Sage Publications. The page proofs will be out soon for this and emailed.
Creswell, J.W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Los Angeles, CA: Sage Publications.
Creswell, J. W. (2005). Educational research. Planning, conducting, and evaluating quantitative and qualitative research (2nd. ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Dinkins, C.S., & Sorrell, J.M. (2014). *Our dissertations, ourselves: Shared stories of women's dissertation journeys.* New York, NY: Palgrave, MacMillan.

Feynman, R. P. (1974). Cargo cult science: Some remarks on science, pseudoscience, and learning how to not fool yourself. Caltech's 1974 commencement address. *Engineering and Science, 37(7)*, 10–13.

Harris, R.A. (2001). *The plagiarism handbook: Strategies for preventing, detecting, and dealing with plagiarism.* Los Angeles, CA: Pyrczak Publishing.

Heppner, P. P., & Heppner, M. J. (2004). *Writing and publishing your thesis, dissertation, and research: A guide for students in the helping professions.* Belmont, CA: Brooks/Cole-Thomson Learning.

Kahane, L. H. (2008). Regression basics (2nd ed.). Thousand Oaks, CA: Sage.

Keith, T. Z. (2015). Multiple regression and beyond. An introduction to multiple regression and structural equation modeling (2nd ed.). New York, NY: Routledge.

Kline, R. B. (2016). Principles and practices of structural equation modeling (4th Ed). New York, NY: Guilford Press.

Lawton, B., Brandon, P.R., Cicchinelli, L., & Kekahio, W. (2014). Logic models: A tool for designing and monitoring program evaluations. National Center for Educational Evaluation and Regional Assistance, Institute of Education Sciences (IES), U.S. Department of Education. Regional Education Laboratory (REL) Pacific website: https://ies.ed.gov/ncee/edlabs/regions/pacific/pdf/REL_2014007.pdf

Marshall, C., & Rossman, G. (2016). Designing qualitative research (6th ed.). Thousand Oaks, CA: Sage.

Nussbaum, E.M. (2015). Categorical and nonparametric data analysis: Choosing the best statistical technique. New York, NY: Routledge.

Pan, M.L. (2008). *Preparing literature reviews: Qualitative and quantitative approaches* (3rd ed.). Glendale, CA: Pyrczak Publishing.

Single, P.B. (2010). *Demystifying dissertation writing: A streamlined process from choice of topic to final text.* Stylus Publishing: Sterling, VA.

UNLV Policies

Public Health Directives

Face coverings are mandatory for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. UNLV public health directives are found at Health Requirements for Returning to Campus, https://www.unlv.edu/coronavirus/health-requirements. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the UNLV Student Conduct Code, https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf, including being administratively withdrawn from the course.

Academic Misconduct

Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the

obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the Student Conduct Code, https://www.unlv.edu/studentconduct/student-conduct.

Auditing a Course
Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct
Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of devices such as cellular phones and pagers, or other potentially disruptive activities are only permitted with the prior explicit consent of the instructor. Students are specifically prohibited to record classes without instructor authorization, including online/remote classes (either audio only, or video and audio). The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

Since the COVID-19 pandemic forced some instruction to be delivered remotely starting in Spring 2020, numerous students have asked instructors to record their synchronous classes, so that they can access them at their convenience. Instructors who agree to record their classes (audio only, or video and audio) should inform students in advance. Recorded lectures may not be broadly released to anyone, but made available exclusively to those students enrolled in the class during the particular academic term. Recorded lectures must be stored securely, and are subject to the Nevada System of Higher Education's Records Retention Policy, meaning that the recordings can only be deleted 120 days after the end of class (i.e., after grades are posted). Once this requirement is met, the recordings should be deleted. Class recordings are protected from disclosure, as they are deemed part of an educational record under the Family Educational Rights and Privacy Act (FERPA).

Copyright
The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for student or employee violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional copyright policy information is available at https://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC)
The UNLV Disability Resource Center (Student Services Complex, SSC-A, Room 143, https://www.unlv.edu/drc, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to a permanent disability, temporary or permanent medical need, or academic support due to pregnancy are encouraged to contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. Students who are

already registered with the DRC should request their accommodations online each semester, and make an appointment to discuss their accommodations with their instructors.

Final Examinations
The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the [Final Exam Schedule](#), https://www.unlv.edu/registrar/calendars.

Identity Verification in Online Courses
All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the [Student Academic Misconduct Policy](#), https://www.unlv.edu/studentconduct/misconduct/policy, which states that "acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment" is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the [Acceptable Use of Computing and Information Technology Resources Policy](#), https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades

The grade of "I" (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student's control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of "F" will be recorded, and the student's GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the "I" grade.

Library Resources
Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the [Libraries' Research Consultation](#) website, https://guides.library.unlv.edu/appointments/librarian. You can also [ask the library staff](#)

questions via chat and text message at https://ask.library.unlv.edu/.

Missed Classwork
Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Classwork policy, under Registration Policies, on the [Academic Policies] webpage, https://catalog.unlv.edu/content.php?catoid=32&navoid=8271&hl=.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student submits official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a "Drop one" option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate's policy, and an infringement on the student's right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail
Rebelmail is UNLV's official email system for students and by University policy, instructors and staff should only send emails to students' Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Sending emails within WebCampus-Canvas is also acceptable.

Tutoring and Coaching
The Academic Success Center (ASC), at the Claude I. Howard Building, provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the [ASC website], https://www.unlv.edu/asc, or call 702-895-3177. The ASC is located across from the Student Services Complex (SSC). Academic success

coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center
One-on-one or small group assistance with writing is available free of charge to UNLV students at the [Writing Center](https://writingcenter.unlv.edu/), https://writingcenter.unlv.edu/, located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

Optional statement for inclusion in syllabi.

Diversity Statement
As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see [University Statements and Compliance](https://www.unlv.edu/about/statements-compliance), https://www.unlv.edu/about/statements-compliance.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.