

<b>Course Number</b>	<b>EDLD 796A / EDS 289A</b>
<b>Course Title</b>	<b>Dissertation Writing Seminar</b>
<b>Semester / Year</b>	<b>Spring 2017</b>
<b>Professor</b>	<b>Karen Escalante</b>
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<b>Office Hours</b>	<b>By appointment</b>

### COURSE OVERVIEW

This graduate seminar is the first in a four-quarter sequence providing support for dissertation research and writing. In this sequence, you will have the opportunity to discuss your research with faculty and classmates, as well as analyze your data and write and revise sections of your dissertation. This seminar will be action-oriented, to support, strengthen, accelerate and enhance your dissertation writing.

Topics depend largely on the needs of the class. Possible topics addressed during this quarter are:

- Generating research and writing strategies for your dissertation
- Developing and conducting interviews and surveys
- Organizing and analyzing your data
- Writing and outlining your results and discussion chapters with the structure of the entire dissertation in mind.

This course is designed on the assumption that you have defended/or will soon defend your proposal. Some of you might begin data collection during winter quarter. Thinking about analysis while you are collecting data is virtually required for any quantitative and qualitative research, and will make your data collection more focused and effective.

One way to stay organized is to generate a work plan for your dissertation. Many of you already generated a dissertation workplan with a timeline (e.g., Gantt chart). The purpose of the work plan is to set specific goals for your end-of-quarter product (or end-of-year product, if desired) then backward map what smaller-scale steps will be necessary to meet those goals (for samples, see last page of syllabus). Acknowledging that you will have a lot to juggle this year, I will gently and cheerfully push you to meet these goals. We can meet to discuss your progress either in class, through individual meetings, or on-line. It is important to share your work plan with your dissertation committee chairperson.

### Student Learning Outcomes

1. Progress to 'next step' in dissertation research process to completion (e.g., if advanced to candidacy, then submit IRB proposal and identify strategies for impending data collection and analysis)
2. Engage in critical reflection on all empirical and theoretical aspects of dissertation

## **Program Student Learning Outcomes**

By the end of the program, students will be able to:

- PSLO 1: Demonstrate and engage in critical analysis around creating and sustaining organizational conditions that promote socially just and equitable learning environments. (APPLIED AT AN ADVANCED LEVEL)
- PSLO 2: Use evidence-based decision-making. (APPLIED AT AN ADVANCED LEVEL)
- PSLO 3: Generate and use applied research. (APPLIED AT AN ADVANCED LEVEL)
- PSLO 4: Demonstrate and apply leadership skills and dispositions that are applicable to positively impact organizational culture and practice.

## **CSUSM, SCHOOL OF EDUCATION MISSION & VISION STATEMENT**

*(Adopted by SOE Governance Community, January 2013)*

### ***Vision***

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

### ***Mission***

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

## **CSUSM, BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK**

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

## COURSE DESCRIPTION

This seminar provides an opportunity for doctoral candidates to present and critique in-progress dissertation research and writing. Topics addressed also will include writing for professional publications and presenting research findings to varied audiences. This is a four-course sequence.

## GENERAL CONSIDERATIONS

### Joint Doctoral Program Attendance Policy

Students *must* participate in 80% of the course sessions to receive an A for this course. Additional absences may further impact the course grade. If the absence is predictable (e.g. professional obligation) the student should inform the instructor ahead of time. If the absence is unanticipated, the student should initiate contact with the instructor as soon as possible. Notification of an absence does not constitute an excuse.

### CSUSM Accommodation Services

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

### CSUSM Academic Honesty Policy

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

## OUR LEARNING COMMUNITY

The following Community Agreements and Teaching/Learning philosophy will serve as the foundational principles by which we relate to each other as we learn together. As a community, we can add specifics to these principles as we need.

### Community Agreements

- We speak from our own experience
- We are open to hearing others
- We share air time
- We are willing to have our thinking challenged
- We respect confidentiality
- We share experiences that are issue focused, not necessarily who said it or where
- Each of us participates using a “value added” approach by expanding upon ideas, providing examples, and/or expressing a different perspective.

## GRADING STANDARDS

### Grading Scale:

#### General Evaluation/Feedback Rubric

Does not meet standards (B or below)	Approaching Standards (A-/B+)	Meets Standards (A)
<ul style="list-style-type: none"> <li>• Includes some of the required elements as delineated in the syllabus</li> <li>• Some components of the assignment are included</li> <li>• Provides a few concrete details of the information required for the assignment</li> <li>• Includes personal viewpoints</li> <li>• Organization hard to follow</li> <li>• Many mechanical errors, including APA format</li> <li>• Hard to read</li> <li>• Little sentence/vocabulary variety</li> </ul>	<ul style="list-style-type: none"> <li>• Includes required elements as delineated in the syllabus</li> <li>• All components of the assignment are included</li> <li>• Provides concrete details of the information required for the assignment</li> <li>• Includes personal viewpoints</li> <li>• Good organization</li> <li>• Has few, if any, mechanical errors including APA format</li> <li>• Holds interest – is interesting to read</li> <li>• Some sentence/vocabulary variety</li> </ul>	<ul style="list-style-type: none"> <li>• Includes required elements as delineated in the syllabus</li> <li>• All components of the assignment are included</li> <li>• Provides concrete details of the information required for the assignment and makes clear connections to class discussions, readings and activities</li> <li>• Insightful commentary using personal viewpoints supported by current learning</li> <li>• Presents clear and logical organization of thoughts</li> <li>• Has few, if any, mechanical errors including APA format</li> <li>• Holds interest – is engaging and thought-provoking to the audience</li> <li>• Uses a sophisticated scholar researcher vocabulary and sentence structure</li> </ul>

**If you are unable to submit an assignment by the due date, it is your responsibility to contact the instructor before the due date.**

This rubric represents general guidelines we will use to evaluate your work. As a doctoral candidate it is critical that you communicate your ideas through multiple formats. The written word is a powerful demonstrator of your knowledge, skills and disposition. Therefore, we hold high expectations of your performance and we are committed to providing you with useful and meaningful feedback that will support your learning and continued development as an educational leader.

In general, we believe a doctoral student:

- Completes all assignments on time and demonstrates the ability to summarize, analyze, and/or reflect at sophisticated and complex levels.
- Varies sources of information for assignments, demonstrating high degree of effort in pursuing varied perspectives around important educational issues.
- Completes all the reading assignments and develops thoughtful and thorough responses.
- Produces work that reveals a strong commitment to self-discovery and learning.
- Produces work at a highly professional level in terms of both writing and content.
- Develops a high-quality presentation, demonstrating significant learning around a contemporary issue.

- Presents confidently and intelligently, demonstrating effective teaching skills.
- Completes assignments in/out of class with a focus on learning and exploration, pushing him/herself to better understand the profession through quality work.
- Attends every class meeting and is fully engaged during class.
- Pushes him/herself to new understandings by participating in discussions, sharing his/her opinions, and valuing others' perspectives.
- Contributes to the positive environment of the class by respecting all members.

## COURSE TEXTS AND READINGS

- American Psychological Association. (2009). *Publication manual of the American Psychological Association (6th ed.)*. Washington, DC: American Psychological Association. **ISBN-13:** 978-1433805615
- UCSD Office of Graduate Studies. (2016-17). *Preparation and submission manual for doctoral dissertations and master's theses "Bluebook."* Available from: [http://ogs.ucsd.edu/files/academic-affairs/Dissertations\\_Theses\\_Formatting\\_Manual.pdf](http://ogs.ucsd.edu/files/academic-affairs/Dissertations_Theses_Formatting_Manual.pdf)

It is your responsibility to make sure that your dissertation is formatted in order to satisfy Office of Graduate Studies (OGS)/UCSD requirements. If you haven't started to do so, this would be a good time to begin. OGS hosts quarterly formatting workshops to aid in this process. You will also need to schedule two meetings with OGS (Sara Hogue). The 'preliminary' meeting is typically scheduled a couple weeks before your final dissertation defense, while the 'final' meeting is scheduled soon after your final dissertation defense. Please see scheduling guidelines and scheduling calendar: <https://gd-calendar.ucsd.edu/>

Additionally, before filing your dissertation, you must ensure that it meets ADA (Americans with Disabilities Act) compliance requirements. Carmen Mitchell from CSUSM is in charge of this. Please see website, <https://biblio.csusm.edu/thesis-submission>. There is a video to watch, and fairly straightforward formatting requirements. You will want to meet with Carmen Mitchell AFTER your 'final' dissertation meeting with Sara Hogue at OGS/UCSD.

## COURSE REQUIREMENTS

Even though we are not meeting a lot, the expectation is that you will be working regularly on your dissertation. One approach is to designate fully a certain amount of time each week, on designated days, to your research.

- **Weekly 'check-ins' (OPTIONAL).** Since we are not meeting weekly, check-ins can be in the form of an electronic 'Reflective Journal.' Your submissions can be reports of what you accomplished in the past week and plans for what you will do in the coming week, as well as comments, challenges, questions that you are grappling with. This should be closely aligned with your work plan, recognizing that mid-course corrections are fine and typical. Please cc your chairperson. For example, your final journal product should be a summary of what you accomplished during the Winter quarter, and a plan for Spring quarter.
- **Participation in class** is highly valued, proactive and collegial. It is important for me to know how each of you is progressing, early in the quarter we will set up an individual meeting. Additionally, you can slot a time for an extended check-in, sharing drafts of sections and receiving feedback, data support, etc. Other activities, some of which may include in-class writing, or brief out of class writing, will also constitute participation. (50%)
- **Submission of dissertation 'products'.** This is a graduate seminar with the grade being based on demonstrable effort toward accomplishing your dissertation goals as outlined in your work plan, a weekly research/reflective journal, and any writing (e.g. proposal, IRB proposal, drafts of chapters), data collection documents (e.g. transcribed interviews), or data analysis documents as outlined in your research plan. (50%)

## CLASS MEETING SCHEDULE

Date	Topic	Preparations Required
<p>April 8th, 2017 (Saturday)</p> <p>9 am–12 pm Whole group</p> <p>1pm – 4pm Individual work</p>	<p><b>I. Reconnecting about your dissertation research progress</b></p> <p><b>II. Effective interviewing techniques</b></p> <p><b>Assignment Due</b> Proposed work plan for quarter and/or year</p> <p><b>Activities</b></p> <ol style="list-style-type: none"> <li>1. Individual meetings &amp; small group work sessions</li> <li>2. Update work plan, timeline</li> <li>3. Prepare weekly 'check-in', submit to instructor and chair</li> </ol>	<p>Bring an electronic version of your dissertation work to date (proposal draft, data collected, etc)</p>
<p>May 6th, 2017 (Saturday)</p> <p>9 am–12 pm Whole group</p> <p>1 pm-4 pm Individual work</p>	<p><b>I. Dissertation research update</b></p> <p><b>II. Furthering your progress</b></p> <p><b>III. Coding qualitative data</b></p> <p><b>Assignment Due</b></p> <ol style="list-style-type: none"> <li>1. Readings (as assigned)</li> </ol> <p><b>Activities</b></p> <ol style="list-style-type: none"> <li>1. Revisit and update work plan, timeline</li> <li>2. Small group work sessions</li> <li>3. Mock presentations for dissertation proposal defenses</li> </ol>	<p>Bring any qualitative data (interview transcripts, field notes, etc.) that you have collected thus far.</p>
<p>June 3, 2017 (Saturday)</p> <p>9 am–12 pm Whole group</p> <p>1 pm-4 pm Individual work</p>	<p><b>I. Dissertation research update</b></p> <p><b>II. Furthering your progress</b></p> <p><b>Activities</b></p> <ol style="list-style-type: none"> <li>1. Revisit and update work plan, timeline</li> <li>2. Small group work sessions</li> <li>3. Mock presentations for dissertation proposal defenses</li> </ol>	<p>Bring the most recent draft of your dissertation or proposal.</p>