Course Number:	EDLD 740B/EDS 286 (4 units)
Course Title:	Advanced Topics in Educational Leadership: Dissertation Writing
Course Dates:	Sept. 28, Oct. 1, 15, 29; Nov. 9
Days & Times:	Saturdays 9-4:00 (2 sessions) & Tuesdays 6-9:00 (3 sessions)
Location:	KEL 5201
Semester/year:	Fall 2019
Instructor:	Manuel Vargas, PhD
Phone:	336-831-6926 (personal cell); use it only in pressing cases.
Email:	mvargas@csusm.edu (fastest way to communicate with me)
Office location:	UH 468
Office hours:	By appointment only

COURSE OVERVIEW
This course aims to support JDP students in writing their dissertation proposals along with adopting strategies that improve their writing process.

Student Learning Outcomes
Upon completion of this course, students will:

- Develop an understanding of oneself as a writer
- Make progress on their dissertation proposal writing
- Develop the skills to optimize their writing process

CSUSM's School of Education Mission & Vision Statements

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

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

UCSD's Vision & Mission Statements

Vision

Develop passionate and empathetic educational leaders who shape an equitable future for a diverse society.

Mission of the JDP Program

The Joint Doctoral Program in Educational Leadership at UCSD/CSUSM is committed to supporting and developing education leaders who are dedicated to equity, justice, inclusivity, compassion, and diversity of thought, cultures, and backgrounds.

READINGS

No textbook is required for this class. Specific readings, when appropriate, will be a part of the dissertation-writing process.

GENERAL CONSIDERATIONS

Joint Doctoral Program Attendance Policy

Students *must* participate in at least 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.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services DSS). This office is in Craven Hall 4300, contact by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours. Alternatively, 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 and 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 allowed time for interactions equitably
- 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 (100-95=A; 94-89=A-/B+; 88-83=B/B-; 82-77=C).

Does not meet standards (B or below)	Approaching Standards (B+/A-)	Meets Standards (A)
• Includes some of the required elements as delineated in the syllabus • Some components of the assignment are included • Provides a few concrete details of the information required for the assignment • Includes personal viewpoints • Organization hard to follow • Many mechanical errors, including APA format	• Includes required elements as delineated in the syllabus • All components of the assignment are included • Provides concrete details of the information required for the assignment • Includes personal viewpoints • Good organization • Has few, if any, mechanical errors	• Includes required elements as delineated in the syllabus • All components of the assignment are included • Provides concrete details of the information required for the assignment and makes clear connections to class discussions, readings and activities • Insightful commentary using personal viewpoints supported by current learning • Presents clear and logical organization of thoughts • Has few, if any, mechanical errors,

	including APA format	including APA format
• Hard to read • Little sentence/vocabulary variety	• Holds interest – is interesting to read • Some sentence/vocabulary variety	• Holds interest–is engaging and thought-provoking to the audience • Uses a sophisticated scholar researcher vocabulary and sentence structure

Please note: If you are unable to submit an assignment by the due date, it is your responsibility to contact the instructor before the deadline. There may be penalty for late work.

This rubric represents general guidelines that 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 way to demonstrate your knowledge, skills, and dispositions. 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 that a doctoral student ...
- Completes all assignments on time and demonstrates the ability to summarize, analyze, and reflect at a more complex level.
- 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 and out of class with a focus on learning and exploration, pushing himself/herself to understand better the profession through quality work.
- Attends every class meeting and is fully engaged during class.
- Pushes himself/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 REQUIREMENTS

1. Participation (20 points): Your attendance and active participation during face-to-face meetings are essential to achieving the student learning outcomes for this course. Students are expected to come prepared to write, participate in classroom activities, and engage in meaningful conversations that support the further development of targeted knowledge and skills. Students will receive 6 points for each Saturday and 4 points for each Tuesday for meeting the above requirements.

2. Submit the Latest Version/Draft of Your Dissertation Proposal (30 points): You will submit the latest version/draft of your dissertation proposal in Cougar Courses Turnitin.

3. Submit Your Plan/Goals for this course (10 points): You will share your plan and goals for this class in Cougar Courses. A template will be provided to help you identify your writing goal and how to achieve this goal throughout the course.

4. Submit CITI Certificate (10 points): As part of the Intuitional Review Board (IRB) process, every researcher must go through an online training called CITI (Collaborative Institutional Training Initiative) and earn a CITI certificate as an evidence of training completion. You will submit your CITI certificate to the designated folder in Cougar Courses. If you already completed the CITI training in another class, then login to the CITI website, download the copy of your certificate and upload it to the Cougar Courses. If you have not completed the CITI training, you need to create an account (CITI's website) and go through the online training to earn your certificate. Instructions for how to setup CITI training are provided in Cougar Courses.

5. Submit Your Logic Model (10 points): A logic model is a tool that researchers use to organize their research project goals, planning, and evaluation. It helps researchers think through different components of their project and how they connect to produce anticipated outcomes. Think about a logic model as an abstraction or representation of a research project. You will develop a logic model in the beginning of the course (you may use Google Drawings). A logic model template will be provided to help you organize, develop strategies, and reflect on the problem you would like to solve (i.e. the reason why you are doing your research study).

6. Create and Enter Your Progress into a Writing Progress Log (50 points): The purpose of creating a writing progress log is to keep track of your writing and learn more about yourself as a writer. A progress log template will be provided to help you record and reflect on your dissertation proposal writing progress. You will create a writing progress log using a Google Sheets and submit the link in the designated folder in Cougar Courses. You will enter your progress into the log at the end of each writing workshop (a total of 4 times; each entry is worth 10 points).

7. Submit Your IRB Application & Forms (40 points): After you defend your dissertation proposal and before you can collect data, you must fill out an IRB application form along with consent forms for your participants. You will draft the IRB application form and consent forms and submit them to Cougar Courses.

8. Submit Dissertation Proposal Draft/Latest Version (40 points): You will submit a new version/draft of your dissertation proposal at the end of the course.

9. Submit Revised Logic Model (20 points): Throughout the course, you will modify the logic model you created in the beginning of the course as you write and think through the connections between the different components of your dissertation proposal. You will submit the revised version of your logic model that matches with the latest version/draft of your dissertation proposal.

   Total number of points: 230—100; your score (goes here)—is to X.

   GRADING STANDARDS (100-95=A; 94-89=A-/B+; 88-83=B/B-; 82-77=C).

(Tentative) COURSE SCHEDULE

Class Mtg	Date	Topic	Assignments
1	Sat., Sept. 28, 9-4:00 PM	Generating a Logic Model Generating a Progress Log Writing Workshop I Logging in your progress Participation (6 pts.)	Due Sunday, Sept. 29: 1. Post your plans or goals for this class on Cougar Courses (10 pts.). 2. Create and post writing progress log (10 pts.).
2	Tue., Oct. 1, Online & asynchronous	Online (no f2f) class	Due Tuesday, Oct. 1: 1. Submit Logic Model (10 pts.) 2. Submit the latest version of your dissertation proposal (30 pts.) 3. Take CITI training, if you haven't done so, and submit your CITI certificate to Cougar Course (10 pts.). 4. Login your progress (10 pts.).
3	Tue., Oct. 15, 6-9:00 PM	Writing Workshop II Logging in your progress report Participation (4 pts.)	Due Sunday, Oct. 20: 1. Login Your Progress (10 pts.)
4	Tue., Oct. 29, 6-9:00 PM	Institutional Review Board (IRB) Application Preparation Logging in Your Progress Participation (4 pts.)	Due Sunday, Nov. 3: 1. Login Your Progress (10 pts.) 2. Course feedback.
5	Sat., Nov. 9, 9-4:00 PM	Writing Workshop III Participation (6 pts.)	Due Sunday, Nov. 10: 1. Login Your Progress (10 pts.). 2. Submit your IRB Application Form and Consent Forms to Cougar Courses (40 pts.). 3. Submit Revised Logic Model (20 pts.). 4. Submit the latest version of dissertation proposal (40 pts.).