

Course Number: EDLD 740B/EDS 286 (4 qtr units)  
Course Title: Advanced Topics in Educational Leadership: Dissertation Writing  
Course Dates: **Zoom** sessions: **1 & 2** (Oct 10, 9-4:00); **4** (Oct 20, 6-9:00); **5** (Oct 27, 6-9:00); **6 & 7** (Nov 14, 9-4:00)  
Course Dates: **Online** sessions: 3, 8, 9 (asynchronous; see specific dates in CC)  
Location: iCloud  
Semester/year: Fall 2020  
Instructor: Manuel Vargas, PhD  
Phone: 336-831-6926 (personal cell); use it only when you can't email me.  
Email: [mvargas@csusm.edu](mailto:mvargas@csusm.edu) (fastest way to communicate with me)  
Office location: UH 468C  
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

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## 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
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## 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 (this is assuming that the student receives the maximum grade on all assignments). Additional absences may 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 4200, 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 (Zoom meeting possibly). Alternatively, in order to ensure confidentiality a more private setting may be necessary.

## CSUSM Academic Honesty Policy

The following is an excerpt of the CSUSM's 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.

([http://www.csusm.edu/policies/active/documents/Academic\\_Honesty\\_Policy.html](http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html))

Sanctions at the university level may include suspension or expulsion from the university.

## 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 see fit.

### Community Agreements

- We speak from our own experience
- We are open to hearing others
- We share airtime 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).

This rubric represents a set of 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.

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

**Please note:** You are expected to submit assignments on time. If you are unable to submit any assignment by the due date, it is your responsibility to contact the instructor before the deadline. We believe a doctoral student ...

- Completes all assignments on time and demonstrates the ability to summarize, analyze, and reflect at 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 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

These assignments are intended to provide a structure for writing, or refining, your dissertation proposal.

1. **Participation (20 points):** Your attendance and active participation during Zoom meetings are essential to achieving 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 goals and how to achieve those goals throughout the course.
4. **Submit CITI Certificate (10 points):** As part of the Institutional 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 for this course. If you have not completed the CITI training, you need to create an account (see 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—your proposal chapters 1-3 in this case—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 days 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 (40 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 Excel file and submit it in the designated folder in Cougar Courses. You will enter your progress into this 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 complete and have approved an IRB application form along with consent forms for your participants. If you have not reached this step in your dissertation-writing progress report, you will draft the IRB application form and consent forms utilizing some of the examples provided and submit them to Cougar Courses.
8. **Submit Dissertation Proposal Draft/Latest Version (40 points):** You will submit a more developed version/draft of your dissertation proposal at the end of the course. There must be a reasonable progress between the beginning and end of this course. This also applies to the next assignment.
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 the latest version/draft of your dissertation proposal.

**Total** number of points: 220=100. Your score (goes here)—is to X.

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

#### COURSE CALENDAR

Everything you need to know about assignments, due dates, and other course expectations is also included in a detailed week-by-week calendar in Cougar Courses. Below is at-a-glance view of the course calendar to organize your time.

<b>Class Session</b>	<b>Date</b>	<b>Topic</b>	<b>Assignments</b>
Pre-Class	At your own time but before the beginning of classes, become acquainted with pre-class info and the layout of this class in Cougar Courses. This will be available before our first Zoom meeting (Oct 10 <sup>th</sup> .)		
1 & 2	Sat., Oct 10, 9-4:00 PM	Zoom sessions Generating a Logic Model Generating a Progress Log Writing Workshop I Logging in your progress Participation (6 pts.)	Due Sunday, Oct 11: 1. Upload your individual goals for this class on Cougar Courses 2. Create and post your Excel file writing progress log
3	Oct 13-17,	Online & asynchronous No Zoom session this week	Due between Oct 13-18: 1. Submit Logic Model 2. Submit the latest version of your dissertation proposal 3. Take CITI training, if you haven't done so, and submit your CITI certificate to Cougar Course. 4. Login your progress.
4	Tue., Oct 20, 6-9:00 PM	Zoom session Writing Workshop II	Due between Oct. 20-25: 1. Login Your Progress (10 pts.)

		Participation (4 pts.)	2. Course feedback.
5	Tue., Oct 27 6-9:00 PM	Zoom session Institutional Review Board (IRB) Application Preparation Login your progress Participation (4 pts.)	Due between Oct 27-Nov. 1: 1. Login Your Progress
6 & 7	Sat., Nov 14, 9-4:00 PM	Zoom sessions Writing Workshop III Participation (6 pts.)	Due Sunday, Nov. 15: 1. Login your progress (10 pts.). 2. Submit your IRB Application Form and Consent Forms to Cougar Courses. 3. Submit Revised Logic Model. 4. Submit the latest version of dissertation proposal.
8 & 9	Nov 17-Dec 4, online	Online & asynchronous No Zoom sessions	Extra time if you did not meet above deadline.