

8/24/06
Texas A & M University (Draft)
College of Education
Department of Educational Administration and Human Resources
EDAD Proposal Development

FALL 2006

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Office Hours: Before or after class. If these arrangements do not meet your needs, please let me know so that we can establish a mutual time to meet. If you are having problems with assignments and readings, please call my office. When you call, please leave me a number of where to reach you.

Book for the class:

Ray Calabrese, (2006) *The Elements of an Effective Dissertation and Thesis: A step by step guide to getting it right the first time*. Lanham, Maryland: Rowman & Littlefield Education (ISBN 1-57886-351-1)

Course Description: The intent of this course is to understand the theoretical implications of how to develop a proposal for your dissertation:

Course Objectives: To provide an in depth understanding of the following:

1. To develop the intent of your study and its implications for determining the direction for the dissertation. Preliminary concerns of conducting the research
2. To understand the multiple theories and its implications for developing a theoretical framework (Theoretical Framework)
3. To understand the importance for the review of literature and how it shapes one's study (Review of Literature)
4. To understand the theoretical implications for your rationale in choosing your methodology to complete a study (Qualitative verses Quantitative Data Collection)
5. To understand the importance of selecting appropriate data sources and contexts to collect data for your study (Data Sources)

6. To understand the importance of selecting an appropriate method to analyze data (Data Analysis)
7. To understand the implications of reliability and trustworthiness of data analysis

CLASS ASSIGNMENTS

CLASS PARTICIPATION: Please read assigned readings in order to participate in group discussions. This class requires you to be critical of research so you can develop an understanding about how to conduct your own research. As part of your participation grade, you will be required to share your insights about each others' research. Please provide comments that will help other students with their own research.

At the beginning of class, discussions about assignments and class issues are addressed. By entering the class late, it stops the flow of discussion and disrupts other students' learning. As a common courtesy to all, please be on time and have readings completed.

When students are talking or presenting in class, students should be engaged, listen and respond in a positive manner. Treating each other with respect contributes to other students' learning and establishes a positive learning environment.

Confidential issues about schools, teachers, administrators and district issues should remain in the classroom and not be shared outside the classroom

Points for class participation: 5 points for each class meeting/Approximately 10 Class meetings (Total 50 points)

Regularity of attendance, being on time and remaining in class
 Frequency of contributions
 Accuracy and originality of insights
 Willingness to share and participate
 Discussion of "we" verses "I"
 Participation in group activities

Class Participation: Because this class meets on approximately 10 times, it is essential that students attend each class. Failure to attend a class, or any part of a class, will result in your grade being deducted at least 20%. Students who miss a class must contact the professor and state the reason he/she has missed the class. It will be the professor's discretion as to whether or not the student will be allowed to complete missed assignments. If you miss more than two classes students will be given an incomplete and repeat the course again.

MINI-RESEARCH PROPOSAL: As part of the class requirements, students will complete a mini-research proposal. This will set students in place to begin their research/dissertation work. By the time you leave the class, you will have a good indication about the intent, review of literature, theoretical framework, data collection, data analysis, data sources. This proposal will be the initial frame that you will use to begin your first three chapters of the dissertation.

The proposal will contain the following: Intent of the study, Theoretical Frame/Review of the literature, Methodology-data collection, data analysis, and data sources and context, and preliminary bias and suppositions. The proposal will be single space, no more than 3 pages with normal margins. The references will be included separately. A draft copy will be submitted mid semester with the final proposal to be turned in the last class. **A sample will be provided in class.**

During each class meeting, several students will present their qualitative/quantitative research to the class. As a group we address students' concerns in conducting their studies. The presentation will be no longer than 10 minutes. Student will provide the intent, frame/research, and methodology, preliminary issues Students in class will respond with questions and suggestions. Professor will establish the student presentation slots for the first class.

Points for Mini-Research Proposal: (Total 20 points)

Intent: Introduction and intent of study (5)

Theoretical Frame/Review of Literature: Research and frame to guide the study (5)

Methodology: Data sources, data collection, data analysis (5)

Preliminary bias and suppositions: (5)

JOURNAL REVIEW: Students will select one journal article to review for class. In completing your literature review, you need to have a good understanding of how to be critical of research. Students will summarize the content of the article and be critical of the research. In reviewing an article for this class, you will need to identify the intent of the study, theoretical review of and/or review of literature, and how was the study conducted. Then you will do a critical analysis of the research. The articles should come only from the list noted below:

Journal of School Leadership
 Educational Administration Quarterly
 American Educational Research Journal
 Educational Evaluation and Policy Analysis
 Education and Urban Society
 Urban Education
 Harvard Educational Review
 The Urban Review
 Qualitative Inquiry
 Qualitative Studies in Education
 Qualitative Sociology

International Journal for Qualitative Studies in Education
 Anthropology and Education Quarterly

If students can not find a suitable article, students may ask for approval on other journals that are not listed. Other research journals may be considered, but it is at the discretion of the professor. Students must get prior approval three weeks prior to the due date. Also, students must provide the professor a copy of the article. These other journals must be peer refereed, contain an editorial board, and have a research methodology.

Before selecting an article consider the following:

- a. articulate and critique the research questions that informed the study;
- b. look critically at the theoretical framework (e.g., world-view, paradigm) and underlying assumptions that informed the study;
- c. consider the appropriateness of the design in relation to the research questions and framework;
- d. critique the methods used to address the research questions;
- e. critically evaluate data analysis and interpretations and conclusions, and assess the author's overall presentation (e.g., "type of tale," "mode of presentation," and "voice").

Listed below are some suggestions in completing the review:

1. Please make sure the journal article is research driven verses theoretical so you can explain the parts of the article.
2. Select an article that you understand. The challenge in completing this assignment is being able to synthesize and apply the findings from the study. If you find the article is challenging, you may want to select another journal.
3. Review the article to insure you can explain the article verbally. You need to understand what the article is attempting to prove. It must be a qualitative study.
4. Journal must be in paragraph form and not a listing of information. Papers not following this will be returned for revision.

The intent of the class is to expose the student to research articles, so students can read, review and apply the research to one's own research. As a researcher you need to learn how to be critical of research methodologies. There will be multiple parts to the journal review.

Points for the Written Journal Review:

Part 1: Review of the Research (12 Points)

- 1) Intent of article: What is the study about?
- 2) Theoretical Intent/ Review of Literature: What research/theory guided this study

3) Methodology: Study should provide how the study was conducted (data collection), who were the participants in the study and context of the study (data sources and context) and how were the data analyzed for the findings (data analysis).

4) Findings: What were the findings in the study?

Part 2: Critical Review of the Research (10 Points)

1) Review of the intent/Did authors follow their intent

2) Theoretical Framework/Review of literature-Connect with the study

3) Methodology: data collection, data analysis, data sources-Concerns about how the study was conducted

4) Analysis of the findings-do the findings match the intent, depth of the findings, findings and the linkage to the theoretical/review of the literature

Part 3: Quality of writing (3 Points)

1) Accuracy/review of the article complete

2) Organization-headings, topic sentences, paragraphs are fully developed, sentence structure

3) Punctuation/Grammar/Spelling-No spelling errors, appropriate use of grammar, verb tense, subject verb agreement

4) Flow of the paper

GRADING

A Satisfactory for passing the class will be based on 80 percent mastery of total points for class requirements. For example if a student's percentage total class points fall in the range of 80 percent or better they will receive a satisfactory/pass grade.

Summary of Class points:

Class participation: 5 Points for Each Class (10 classes) 50 points

Journal Review: 25 points

Research Proposal: 20 Points

Total points for class: 95 Points (76 Points to pass the class)

All Requirements must be completed to receive a pass/fail grade

Please note that my intent is not to give unsatisfactory grades, but to insure students have a certain degree of mastery in two areas: 1) To develop a research proposal and 2) To critically review a research article. Therefore, students with points below 80 percent will have the opportunity to revise their work or be given an incomplete until the student has received the 80 percent to pass the class.

WRITING EXPECTATIONS

There is an expectation that students should be able to write and conceptualize their ideas. This class requires different types of writing from synthesis, expository to reflective. At the university level, academic writing requires a different approach and more time. Thus, you need to insure that class assignments are well prepared. You are also asked to complete a different form of writing that may be a challenge to the daily writing you are use to doing.

One of the struggles aspiring graduate students face is how to develop an academic identity. Thus, as you continue in your studies, writing for my course becomes the primary outlet for developing your scholarly identity. Thus, as you struggle with your writing, remember that returned papers with comments are not a reflection of your abilities, intelligence or person. In developing an academic identity, writing that you use on a day to day basis is not similar to the type of writing that you do in graduate courses.

Therefore, as you form your own scholarly identity, you will need to consider your choices about what to research, whose work you will cite, and how you will communicate your ideas. So the writing assignments for this class are intended to provide the opportunity to reflect on your writing and develop your research ideas. Therefore, it is hoped that feedback given to students is viewed as positive and part of the process of developing your academic identity. So please do not take personally the feedback you receive on assignments

All papers should be typed, well written, and conceptualized. This means full paragraphs, full sentences, and correct grammar. This does not mean a listing of the information, but actual academic writing. Grading will be based on ideas and the clarity of those ideas. Poorly written papers will be returned to student and he/she will be asked to resubmit the paper. Late papers will be accepted only if the professor is contacted prior to the due date. Papers are due on dates listed in the syllabus.

As a professor, I strongly believe that students need to write and conceptualize their thoughts. The demands for the class may require another form of writing than what you may have done in other classes or in your own professional writing. Thus, if you have problems with writing, please let me know so that I can facilitate other avenues to assist you with your writing and academic identity. The intent of these assignments are to facilitate your writing to prepare you for dissertation work.

If you are struggling with your writing, you may want to contact the University Writing Center at (979) 458-1455 or their web site. You may want to make an appointment to discuss your writing issues. Their staff will work to identify your writing needs.

REVISIONS

All papers should be typed, well written, and conceptualized. This means full paragraphs, full sentences, and correct grammar. This does not mean a listing of the information, but actual academic writing. Poorly written/developed papers will be returned to the student and he/she will be asked to resubmit the paper. **Late papers will be accepted only if the professor is contacted prior to the due date. Due dates for papers are listed on the last section of the syllabus.**

Because this class is about mastering writing and developing a scholarly identity, I am implementing a revision policy for those students who may want to revise their work. Because part of the process of developing a scholarly identity is to understand the revision process of their work, then it becomes important to work with students in this revision process. Being able to reflect on one's work to make the necessary changes is an important process for students to learn. If the student receives more than 90 percent of the points they may not revise the work. So for example if a student would receive 9/10 points then they will not be able to resubmit their work.

Students will need to do the following:

- 1) If student chooses to revise their work they will have only one opportunity.
- 2) Student must submit the original document and point sheet along with the revised paper.
- 3) Revisions are at the discretion of the professor and in conjunction with the students' willingness to make revisions

Marks on paper: Arrows mean more to the paragraph, Question mark notes confusing, Flow comments means the paper lacks structure, # means new paragraph, etc.

SPECIFICITY VERSES AMBIGUITY

In most cases students may feel that the assignments for this class should be clear and detailed. Most of the assignments for this class are purposely ambiguous for multiple reasons. Detailed assignments such as most university requirements are designed for students to memorize for a test. For this class, the professor feels that ambiguous assignments are useful in getting students to problem solve and reflect. As doctoral students you need to understand the doctoral research is purposefully ambiguous, so you need to understand there are multiple solutions to studying a research problem.

As a way to prepare people to be problem solvers, requirements for this class are purposefully ambiguous. As a way to assist you for this class, the professor provides a grading rubric to help you in preparing the assignments. However, for the most part students need to develop problem solving opportunities in completing assignments. So to

that end, please be aware that when you are completing assignments, do not leave them to the last minute.

Related Information

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation for their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Support Services for Students with Disabilities in Room 126 of the Student Services Building. The phone number is 845-1637.

Students with Disabilities

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Texas A&M Faculty Senate Statement on Plagiarism

The handouts used in this course are copyrighted. By “handouts” I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the *Texas A&M University Rules*, under the section “Scholastic Dishonesty.”

Texas A&M College of Education Diversity Statement

“We, the faculty of the College of Education and Human Development value and respect diversity and the uniqueness of each individual. The faculty affirms its dedication to non-discrimination in our teaching, programs, and services on the basis of race color, religion, gender, age, sexual orientation, domestic partner status, ethnic or national origin,

veteran status, or disability. The College of Education and Human Development at Texas A&M University is an open and affirming organization that does not tolerate discrimination, vandalism, violence, or hate crimes, and we insist that appropriate action be taken against those who perpetrate such acts. Further, the College is committed to protecting the welfare, rights, and privileges of anyone who is a target of prejudice or bigotry. Our commitment to tolerance, respect, and action to promote and enforce these values embraces the entire university community.”

Class Absences

Introduction

The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments. Instructors are expected to give adequate notice of the dates on which major tests will be given and assignments will be due. This information should be provided on the course syllabus, which should be distributed at the first class meeting. Graduate students are expected to attend all examinations required by departments or advisory committees as scheduled formally.

Students who are requesting an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code (See Rule 24).

Excused Absences

Excused Absences

7.1 The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence. Among the reasons absences are considered excused by the university are the following:

7.1.6 Injury or illness that is too severe or contagious for the student to attend class.

7.1.6.1 Injury or illness of three or more days. For injury or illness that requires a student to be absent from classes for three or more university business days (to include classes on Saturday), the student should obtain a medical confirmation note from his or her medical provider. The Student Health Center or an off-campus medical professional can provide a medical confirmation note only if medical professionals are involved in the medical care of the student. The medical confirmation note must contain the date and time of the illness and medical professional's confirmation of needed absence.

7.1.6.2 Injury or illness less than three days. Faculty members may require confirmation of student injury or illness that is serious enough for a student to be absent from class for a period less than three university business days (to include classes on Saturday). At the discretion of the faculty member and/or academic department standard, as outlined in the course syllabus, illness confirmation may be obtained by one or both of the following methods:

- a. Texas A&M University Explanatory Statement for Absence from Class form available at <http://attendance.tamu.edu> b. Confirmation of visit to a health care professional affirming date and time of visit.

7.1.6.3 An absence for a non acute medical service does not constitute an excused absence.

To view all Student Rules, please go to: <http://student-rules.tamu.edu/>

To view Rule 7 of the Student Rules please go to:
<http://student-rules.tamu.edu/rule7.htm>

Texas A&M University
Explanatory Statement for Absence from Class

As identified in the instructor's course syllabus, this form is accepted as documentation for injury or illness related class absences for a period less than three business days (to include classes on Saturday). This form is NOT accepted for injury or illness related to class absences for a period of more than three business days. Please refer to Texas A&M Student Rule #7 for guidance on class attendance and absences.

1. Student name: _____
2. Student UIN: _____
3. Contact information (phone and email address): _____

4. Department, course, and section: _____

5. Name of instructor: _____
6. Date(s) of absence: _____
7. Please give, if possible, the name of someone who can vouch for your illness.
 This need not be a health care professional.
 - a. Name: _____
 - b. Address: _____
 - c. Telephone: _____
8. Missed coursework: _____

9. Reason for missed coursework: _____

10. Desired course of action (example: rescheduled exam, extended deadline): _____

I certify that the above statements are true to the best of my knowledge and belief, and that I understand that I will be in violation of the Aggie Honor Code and may be subject to student disciplinary action if the above statements are found to be falsified and/or if I am found responsible for abusing the excused student absence process.

Signature: _____
 Date: _____

AGGIE HONOR CODE

“An Aggie does not lie, cheat, or steal or tolerate those who do.”

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

For additional information please visit: www.tamu.edu/aggiehonor/

On all course work, assignments, or examinations at Texas A&M University, the following Honor Pledge shall be pre-printed and signed by the student:

“On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

READINGS AND DATES FOR CLASS

Listed below are the dates and readings for each class. This is subject to change depending on events that occur. All work for the class needs to be completed before the end of the semester. If you have personal or professional challenges in completing work, please see the professor. The ability to balance one's professional and personal life can lead to challenges, so please contact me. *** Readings are subject to change and additional readings may be added as the class progresses. *Class meetings are subject to change as well, depending on need and student progress.**

CLASS MEETINGS

August 28 Introduction

Introduction to class, review of syllabus, research proposal components, and review of articles

September 4 and September 11: Research time-No Class Be working on your study!

September 18 Intent of Study

Student will begin the proposal through the development of the intent of study. Students will share their research idea Evaluation of Journal Article: The examination of research to determine if components are there.

Please read: Calabrese Introduction and Chapter 1

***Intent of study (Hand in)**

***Bring Journal Article**

September 25 Review of Research and Theoretical Framework

The relationship among review of literature, theoretical framework and intent of study Review of journal articles, proposal, etc. Students will bring an overview of the literature they intend to use for their dissertation

Please read: Calabrese: Chapter 2

***Student Presentations**

***Brief outline of review of research and theoretical frame (Hand in)**

October 2: Methodology-Data collection, data analysis and data sources

Presentation by Candace Schaefer from University Writing Center

Discussions surrounding how your study will be conducted in regards to data sources, data analysis and data collection. You need to understand how the intent will drive the methodology. This will be the early stages for chapter 3 of your dissertation.

Please read: Calabrese: Chapter 3

***Student Presentations**

***Hand in outline for methodology**

October 9: Research Time (No Class)

October 16: Methodology-Data collection, data analysis and data sources Contd.

Continued dialogue around these areas.

*** Student Presentations**

***Journal review due**

October 23 Issues of trust and reliability for methodology

You will have to explain why your process for data analysis is trustworthy and reliable to insure your data is valid.

***Student Presentations**

***Meet with individual students about writing and journal review**

October 30 Findings and Future Research

Once you have collected and analyzed data, how do you write about the interpretation of data. Determine the future of your research. You may want to consider publication of your work and/or research presentations

***Read: Calabrese Chapter 4 and 5**

***Student Presentations**

November 6 Passing the proposal defense

Going through the proposal defense what to expect

***Draft proposal due**

***Student Presentations**

November 13

Research Time

November 20 IRB and Proposal defense (Guest Speaker)

November 27 Scheduled one on one time if necessary

December 4**(Last Class)**

Over view of what we did all semester

***Closure**

***Mini-Proposal Due**

Class times are subject to changed based on students' progress!