Washington State University
MAJOR CURRICULAR CHANGE FORM -- COURSE
(Submit original signed form and ten copies to the Registrar’s Office, zip 1035.)

Future Effective Date: 05/15/2013  (effective date cannot be retroactive)
☐ New course  ☐ Temporary course  ☐ Drop service course
☐ There is a course fee associated with this course (see instructions)

☐ Variable credit
☐ Increase credit (former credit ___)
☐ Number (former number ___)
☐ Crosslisting (between WSU departments) (Must have both departmental signatures)
☐ Conjoint listing (400/500)

☐ Repeat credit (cumulative maximum ___ hours)
☐ Lecture-lab ratio (former ratio ___)
☐ Prefix (former prefix ___)
☐ Cooperative listing (UI prefix and number ___) taught by: WSU ☐ UI ☐ jointly taught ☐
☐ S, F grading

☐ Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval)
☐ Request to meet GER in ___ (Must have GenEd Committee Approval)  ☐ Fulfills GER lab (L) requirement
☐ Professional course (Pharmacy & Vet Med only)  ☑ Graduate credit (professional programs only)
☐ Other (please list request)

EdRes 571
Doctoral Dissertation Preparation

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<tr>
<th>EdRes</th>
<th>571</th>
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<td>course prefix</td>
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<tr>
<th>credit</th>
<th>lecture hrs</th>
<th>lab hrs</th>
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<td>EdRes 563 - Principles of Research</td>
<td>prerequisite</td>
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Description (20 words or less) Assists pre-doctoral candidates in conceptualizing and developing a structured dissertation prospectus. Socializes students to academic culture.

Instructor: Gordon Gates
Phone number: (509) 358-7749
Email: gates@wsu.edu

Contact: Phyllis Erdman
Phone number: (509) 335-9771
Email: perdman@wsu.edu

Campus Zip Code: 21301

- Please attach rationale for your request, a current and complete syllabus, and explain how this impacts other units in Pullman and other branches (if applicable).
- Secure all required signatures and provide 10 copies to the Registrar’s Office.

Kelly Ward Chair/date 9-20-12  Dean/date 2-20-13  General Education Com/date

Chair (if crosslisted/interdisciplinary)*  Dean (if crosslisted/interdisciplinary) *  Graduate Studies Com/date

All-University Writing Com/date  Academic Affairs Com/date  Senate/date

*If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.
EdRes 571 Doctoral Dissertation Preparation  
Washington State University  
Campus, Semester

Instructor:  
Office:  
Phones:  
E-Mail:  
Webpage: http://lms.wsu.edu/  
Office Hours:  
Class location:  
Class meeting time: 

Course Description

The purpose of the course Doctoral Dissertation Preparation is to prepare pre-doctoral candidates for the different aspects in the culminating activity and product of their program of study: the dissertation. Through in-depth study and application exercises based on principles of inquiry, the course assists students to conceptualize and develop a structured prospectus for conducting dissertation research in the student’s area of interest. In addition, the course devotes time to examination and discussion of key university and college policies and procedures in convening a dissertation committee and submitting a dissertation for defense. Finally, discussion of effective writing strategies and development of such habits will receive particular attention to assist students in accomplishing their goal of completing the dissertation.

The course is a graduate level seminar; students and instructor will share in the responsibility for presenting information and offering constructive criticism on the material. The product for the class will be a research proposal useful to the student in the dissertation process. As such, student understanding of inquiry including the components of conceptualizing the problem, reviewing literature, proposing a research methodology, reporting findings, and defending phases of a dissertation project will receive focused attention. The term “inquiry” as used here refers to the formal, purposive pursuit of knowledge in the social sciences in the three major forms; applied research, development and evaluation of programs and professional practice, and policy or organization analysis. Both quantitative and qualitative strategies of inquiry will be included in the course content. Numerous methodological strategies and issues will be examined as students develop their proposals. This will include statistical as well as qualitative data treatment procedures. However, this is not a formal course involving sophisticated, higher order data treatment techniques. Yet, it is expected that students will have (or acquire) sufficient knowledge to develop an adequate research design and operationalize it with appropriate procedures in their dissertation proposals. Neither does the course entail extensive treatment of qualitative methods; that is the subject of other courses.
Required Texts


Articles & Dissertations


Course Objectives

Students should be able to:

1. Conceptualize and formulate a research problem of personal interest, relate the problem to the context of professional practice;
2. Conduct a literature search, critically evaluate extant research for conceptual and methodological strength and weaknesses, and synthesize findings as relevant to a local problem of practice;
3. Assess the relative merit of various forms of inquiry;
4. Develop appropriate procedures for carrying out the inquiry including distinguishing between and choosing appropriately from among various data gathering, management and analysis techniques for operationalizing the research project and/or program planning and evaluation activity.
5. Know Washington State University’s Graduate School requirements, the policies for writing and defending a dissertation, as well as the roles and responsibilities of the committee chairperson, the committee members, and the candidate;
6. Apply and/or refine abilities for analytic thinking, for accepting and providing constructive criticism and for improving writing skills; and
7. Value and apply the principles inherent in the protection of human subjects to an independent research project.
WSU College of Education (COE) Conceptual Framework

The College of Education contributes to the theory and practice of the broad field of education, and dedicates itself to understanding and respecting learners in diverse cultural contexts. We facilitate engaged learning and ethical leadership in schools and clinical settings. We seek collaboration with diverse constituencies, recognizing our local and global responsibilities to communities, environments, and future generations.

The connections to the conceptual framework in this course include contributing to the theory and practice of education by training educator-practitioners in research methods that can be used to generate new knowledge for the field and address problems of educational practice.

Learning Outcomes

Educational Leadership Program: For students in the Educational Leadership Program two learning outcomes are addressed by the course:

Learning outcome #2. Prepare, write, and present clear and coherent critical book reviews and reviews of the literature in educational leadership.

Learning outcome #4. Students will design, conduct, report, and present clear and coherent research studies that contribute to understanding and solving problems of practice in educational leadership.

Course Format and Instructor Expectations

Sessions will include lectures, demonstrations, and discussions. Students will share in the preparation and presentation of materials for discussion. We will review and critique course text books, dissertations, and published articles to provide a forum for discussion. In addition, we will have guest speakers who will share their research and dissertation process with us.

Each student will have multiple opportunities to present his or her ideas for dissertation research and receive constructive help from the group throughout the course. Students will also engage in various exercises to develop specific components and requisite skills used for writing the dissertation.

Students are free to raise questions or express opinions whenever they wish since active participation and involvement are essential for effective learning. It is hoped that the classroom atmosphere will be informal and friendly, and supportive of cooperative learning efforts involving all class members. Students are expected to:

a) Attend class sessions regularly and punctually;
   b) Participate actively in group problem solving/work sessions;
   c) Read textbooks; and
   d) Complete and present course requirements on time.
Course Requirements and Evaluations

**Dissertation proposal.** Students must develop, write, and present a proposal (Action, traditional regarding the accomplishment of a discrete phase of a research project. Thus, students will be required to submit periodically drafts of their dissertation proposals, with the final submission representing completion of the primary requirement. This will be worth 30 points toward the final grade. The rubric for assessing student performance is posted on Angel.

**Presentation of proposal.** Students will be expected to do a formal, oral presentation of their preliminary proposal as practice for the proposal and dissertation defenses. This will be worth 5 points on the final grade. The rubric for assessing student performance is posted on Angel.

**Historical argument paper.** Using APA style, write a 4-8 page paper where you select a topic that is central to your proposal or academic direction. Using the article by Clandinin and Connelly we discuss in class as a model, construct a historically based definition of the term/topic you are considering. As you construct your argument, do not just build on specific examples, but actually critique and discuss your examples as you refer to them. In a way, then, you are deconstructing the history of your term as you construct your argument. As you do this, create a dynamic interplay between the argument that you are constructing and the primary sources and references you are examining. By constructing their literature review this way, you can synthesize your references into a coherent argument, rather than giving a piecemeal account of each source. Try to use primary references, not secondary ones. This will be worth 10 points toward the final grade.

**Existing dissertation presentation.** As part of a group, you will identify a dissertation related to your study, prepare and lead the class in an analytical discussion of it. One way to find a good example, is to select an “award winning” dissertation from a professional group (e.g., AERA). This requirement counts 10 points toward the final grade. The rubric for assessing student performance is posted on Angel.

**Writing exercises.** Students will be provided exercises to facilitate learning and achievement of course objectives. Exercises will be based on the readings and are intended to support students through the various stages, processes, and components that are typical for generating a dissertation proposal. This component is weighted at 20 points toward the grade. Each exercise will assessed using the rubric of *superior (3), satisfactory (2), or needs improvement (1).*

**Attendance, preparation, and participation.** Students will be required to attend all scheduled class sessions. Students are expected to be prepared to discuss readings assigned for each class period and actively contribute to the class discussion, including providing feedback to other students’ work. Class participation will count 20 points on of your final grade. The rubric for assessing student performance on this requirement is posted on Angel.

**Final grade.** The cumulative points made up of each course assignment will be granted the following grade: 100-90 = A, 89-80 = B, 79-70 = C, 69-60 = D, 59-0 = F.
Academic Policies and Other Information

Inclusion statement. As your instructor, I am committed to teaching equitably and inclusively, addressing the academic needs, concerns, and interests of every student, regardless of age, gender, race/ethnicity, religion, social class, sexual orientation, English language proficiency, or disability.

Academic integrity. Students should consult pertinent sections of the student handbook if questions arise about what constitutes academic dishonesty. In short, all work you hand in must be your own and the work and thoughts of others that you incorporate into your work must be properly cited and the authors given credit. Acts of plagiarism or cheating will result in a grade of zero for the first incident and will be referred to the Office of Student Conduct – any further incidents will result in a failing grade. Should you have questions about academic misconduct, here are a couple resources: WSU Standards of Conduct for Students handbook (http://www.studentaffairs.wsu.edu/) and WSU Plagiarism Information Site (http://www.wsulibs.wsu/plagiarism/main.html).

Students with disabilities. Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please either visit or call the Access Center (Washington Building 217; 509-335-3417) to schedule an appointment with an Access Advisor. All accommodations MUST be approved through the Access Center.

Incompletes. Due to unforeseen circumstances, students are sometimes unable to complete a course of study on time. Under these circumstances the student can request an Incomplete Grade (I). To obtain an “I” grade, students must make a formal request in writing to the instructor outlining the reason for the request and when they plan to complete the course. The completion date is usually prior to the end of the next term, but, in unusual circumstances, can be extended as much as one year.

Emergency notification system: WSU has made an emergency notification system available for faculty, students and staff. Please register at myWSU with emergency contact information (cell, email, text, etc). You may have been prompted to complete emergency contact information when registering for classes on RONet. In the event of a Building Evacuation, a map at each classroom entrance shows the evacuation point for each building. Please refer to it. Finally, in case of class cancellation campus-wide, please check local media, the WSU Vancouver web page and/or http://www.flashalert.net/. Individual class cancellations may be made at the discretion of the instructor. Each individual is expected to make the best decision for their personal circumstances, taking safety into account. Safety plan website - http://safetyplan.vancouver.wsu.edu/

Important dates and deadlines: Students are encouraged to refer to the academic calendar often to be aware of critical deadlines throughout the semester. The academic calendar can be found at: www.registrar.wsu.edu/Registrar/Apps/AcadCal.ASPX. Questions regarding the academic calendar can be directed to the Office of Student Affairs in VSSC 100 or call 360-546-9559.
### Tentative Schedule

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Preparation</th>
<th>Assignment</th>
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| 01   | Course introduction  
      | Student status & questions  
      | Library refresher  
      | Goals | Glatthorn Chpts 1,12,15  
      | Moore Chpts 1-3 | WE#1 |
| 02   | Proposals  
      | Dissertation: an example | Glatthorn Chpts 2,16  
      | Becker Chpt 2 | Moore Chpts 4-5 | WE#2 |
| 03   | Writing-sharing our habits  
      | An example continued | Glatthorn Chpt 3 & 8  
      | Clandinin & Connelly | BECKER CHPT 8 | WE#3 |
| 04   | Concept mapping  
      | Literature reviews | Glatthorn Chpts 10 & 17  
      | Becker Chpt 8 | BECKER CHPT 8 | WE#4 |
| 07   | Argument & outlines  
      | Dissertation committees | Glatthorn Chpts 4,11,18  
      | Koro-Ljunber et al. | Historical paper | WE#5 |
| 08   | Addressing methodology  
      | Faculty panel | Glatthorn Chpt 9  
      | WSU Policy  
      | WSU Policy  
      | Becker Chpt 4 | WE#6 |
| 09   | Schedules & time management  
      | Grad school policies  
      | IRB  
      | Editing  
      | Writing about findings  
      | Writing professionally | Glatthorn Chpts 13,19,20  
      | Becker Chpts 5 & 6 | BECKER CHPT 8 | WE#7 |
| 11   | Conclusions and significance | Becker Chpts 7,9,10 | BECKER CHPT 8 | WE#8 |
| 12   | The defense | Glatthorn Chpts 21 & 22  
      | Existing dissertation | BECKER CHPT 8 | WE#8 |
| 13   | Thanksgiving break | | |
| 14   | Writing for publication  
      | Presenting at conferences  
      | Problem solving | Glatthorn Chpts 23-25 | BECKER CHPT 8 | WE#8 |
| 15   | Present proposals to class  
      | Course conclusion | | |
| 16   | Proposal due | | |
Bibliography

Finishing the Dissertation

Literature Reviews

Research Design (Generic)


Action Research
Writing Exercises

Below are the writing exercises for each class as listed on the tentative course schedule. Each is due the date listed on the schedule.

**WE#1 Goals**
Identify and discuss your goals or objectives to be accomplished during this class. Please share anything about your study or progress that you would particularly like help from in developing or clarifying. Where are you at? What are your next steps? Where would you like to go? And What don’t you know?

**WE#2 Proposal Draft #1**
This weekend you will bring to class a copy of your proposal thus far to share with a partner who will do a little “Editing by Ear.”

**WE#3 My study is about…**
Write a brief statement to a friend explaining your proposed study.
Write the outline for your literature review. Identify and organize key terms that will be used.

**WE#3 Concept Map**
Construct a concept map for research terms and traditions. The more detailed with better. There is no one way to create a concept map. You are creating a diagram to chart concepts that are related to each other and identifying how or the ways these terms are similar and how they are different from others. You may choose to develop this map with particular attention to your research problem or you may offer a more generic, all encompassing map. We’ll be discussing these.

**WE#4 Proposal Draft #2**
This weekend you will have further refined and elaborated your proposal. Bring a copy to class to share with a partner who will do a little “Editing by Ear.”

**WE#5 Grad School Policies**
Create a timeline for the completion of your dissertation. Identify the key steps from submitting the proposal to your committee, defending your proposal, entering the field, etc., to the defense of your dissertation. Be sure to include the requirements for review and what paperwork should be submitted.

**WE#6 Proposal Draft #3**
This weekend you will have further refined and elaborated your proposal. Bring a copy to class to share with a partner who will do a little “Editing by Ear.”

**WE#7 IRB Form**
Complete the IRB application.
What topics/issues identified in the application that are not addressed in the proposal? Make additions to proposal.

**WE#8 Proposal Draft #4**
This weekend you will have further refined and elaborated your proposal. Bring a copy to class to share with a partner who will do a little “Editing by Ear.”