

EDH 796 DISSERTATION PROPOSAL PREPARATION

Instructor/Facilitator:

Office:

Office Hours:

Email:

COVID-19 COURSE ADJUSTMENTS*

Principles

1. Nobody signed up for this.
 - Not for the sickness, not for the social distancing, not for the sudden end of our collective lives together on campus.
 - Not for an online class, not for teaching remotely, not for learning from home, not for mastering new technologies, not for varied access to learning materials.
2. The humane option is the best option.
 - We are going to prioritize supporting each other as humans.
 - We are going to prioritize simple solutions that make sense for the most.
 - We are going to prioritize sharing resources and communicating clearly.
3. We cannot just do the same thing online.
 - Some assignments are no longer possible.
 - Some expectations are no longer reasonable.
 - Some objectives are no longer valuable.
4. We will foster intellectual nourishment, social connection, and personal accommodation.
 - Accessible asynchronous content to combat fatigue and promote flexibility.
 - Synchronous discussion to learn together and combat isolation.
5. We will remain flexible and adjust to the situation.
 - Nobody knows 100% where this is going and what we'll need to adapt.
 - Everybody needs support and understanding in this unprecedented moment.

**Adapted from Brandon Bayne, UNC Chapel Hill*

Course Description

This course¹ is designed for advanced doctoral students to build on their research competencies from their methods courses. The purpose of this course is to get advanced doctoral students going on their dissertation proposal writing, and become competent in basic research designs, which entails making judgments about matching research designs to particular research problems. In addition, students will become more aware of the issues to consider when making decisions about the assessment of their overall research.

Students will learn how to develop literature and possible methodological means of investigation around their research topic. Emphasis will be on how to construct a research question that can be empirically addressed during doctoral training. While the primary focus of this course is to write the dissertation proposal, the course refreshes doctoral students on the basic concepts of research, focusing on conducting literature reviews, understanding theory, defining research problems and

¹ Thanks to Vicki Rosser and Dan Wright. This syllabus is closely based on one they produced.

Clarity of thought; effective argumentation; expert voice

Please note that papers that show limited mastery of APA format and style and frequent problems in grammar, spelling, and punctuation will NOT receive a passing grade.

Send assignments as word docs to me during the week that they are due. If you think you may be late, you must tell me beforehand.

Accuracy of information

Completeness of response to the assignment

Analytical and linguistic level appropriate for doctoral students

Effective writing style (Paper is organized and coherent, with an introduction, body, and conclusion, and does not contain irrelevant material)

All written assignments must be typed and use 12-point font.

				Purpose Statement Research Question
2		A	Ch2: Literature Review	Randolph, J. (2009). A guide to writing the dissertation literature review. <i>Practical Assessment, Research, and Evaluation</i> , 14(1), 13. <i>Identify Literature Sources</i>
3		A	Ch2: Literature Review	<i>Summarize and Categorize</i> Submit Lit Review Outline/Draft by Friday 2/5
4		S	Workshop	Kezar, A. (2006). To use or not to use theory: Is

- Dinkins, C.S., & Sorrell, J.M. (2014). *Our dissertations, ourselves: Shared stories of women's dissertation journeys*. New York, NY: Palgrave, MacMillan.
- Feynman, R. P. (1974). Cargo cult science: Some remarks on science, pseudoscience, and learning how to not fool yourself. Caltech's 1974 commencement address. *Engineering and Science*, 37(7), 10–13.
- Harris, R.A. (2001). *The plagiarism handbook: Strategies for preventing, detecting, and dealing with plagiarism*. Los Angeles, CA: Pyrczak Publishing.
- Heppner, P. P., & Heppner, M. J. (2004). *Writing and publishing your thesis, dissertation, and research: A guide for students in the helping professions*. Belmont, CA: Brooks/Cole-Thomson Learning.
- Kahane, L. H. (2008). *Regression basics* (2nd ed.). Thousand Oaks, CA: Sage.
- Keith, T. Z. (2015). *Multiple regression and beyond. An introduction to multiple regression and*

obligation to conduct themselves in a manner compatible Z L W K 8 1 / 9 ¶ V H G X F D W L R Q D O P L
example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of
another person, from the Internet or any other source without proper citation of the source(s).
See the [Student Conduct Code](https://www.unlv.edu/studentconduct/student-conduct), <https://www.unlv.edu/studentconduct/student-conduct>.

Auditing a Course

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams,

questions via chat and text message at <https://ask.library.unlv.edu/>.

Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Classwork policy, under Registration Policies, on the [Academic Policies](https://catalog.unlv.edu/content.php?catoid=32&navoid=8271&hl=) webpage, <https://catalog.unlv.edu/content.php?catoid=32&navoid=8271&hl=>.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student submits official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for H [D P S O H W K D W L Q F R X U V H V Z K L F K R I I H option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an H [F X V H G D E V H Q F H I R U H [W U D F X U U L F X O D U D F W L Y L W \ L V E R W K F R policy, and D Q L Q I U L Q J H P H Q W R Q W K H V W X G H Q W ¶ V U L J K W W R F R P S O

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned

coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the