

**California State University, San Bernardino**  
**College of Education**  
**Education Doctorate in Educational Leadership**  
**Research Seminar, EDUC 790-04 (1 unit)**  
**Spring 2015**

**Course Title and Number: Research Seminar, EDUC 790-04**

**Instructor: Edna Martinez, Ph.D.**

**Office: CE 322**

**Office Hours: Wednesdays 2 – 6 p.m., Saturdays after scheduled class meetings, and by appointment**

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**Year/Quarter: Spring 2015**

**Time: 12:00-2:00 p.m.**

**Days: Alternate Saturdays (6 sessions): 4/4; 4/18; 5/2; 5/16; 5/30; 6/13**

**Location: CE-209**

### **College of Education Conceptual Framework**

The College of Education of California State University, San Bernardino (CSUSB) is dedicated to the development and support of wise, reflective professional educators who will work toward a just and diverse society that embraces democratic principles. The wise educator:

- Possesses rich subject matter knowledge.
- Uses sound pedagogical judgment.
- Has practical knowledge of context and culture.
- Acknowledges the relativism associated with variations in the values and priorities of both their peers and their students.
- Is comfortable with the uncertainty of the outcomes of instructional decisions.

(College of Education Conceptual Framework, 2008)

### **Program Objectives and Student Learning Objectives**

The following list is extracted from the full list of Student Learning Objectives and identifies the alignment of Student Learning Objectives and Student Indicators addressed.

#### **Student Learning Objective:**

Designers and users of quantitative and qualitative research to effectuate reform and increase student achievement.

**Student Indicators:**

- a. Comprehends the relationship and relevance of various theories of knowledge to the study and application of research methodologies in education.
- b. Knows the differences between quantitative and qualitative research design and how epistemological perspectives are reflected in those research methodologies.
- c. Comprehends how theoretical paradigms and perspective are reflected in those research methodologies.
- d. Recognizes the qualities of an effective research question that expresses a direction for inquiry in precise terms, that is based on a review of the pertinent literature, and that avoids the pitfalls of advocacy.

**Student Learning Objective:**

Effective communicators and collaborators

**Student Indicators:**

- a. Demonstrates open communication with stakeholders.
- b. Demonstrates communication in a timely fashion with consultants.
- c. Demonstrates collaborative communication with all public agencies.
- d. Develops positive, meaningful and sustaining relationships with all constituents.

**Catalog Description**

EDUC 790: Mentors and guides candidates through the dissertation process. Members meet and discuss their progress with the cohort and faculty. Faculty members supervise dissertation planning, research and preparation. The EDUC 790 seminar must be repeated for a total of five units.

**Course Overview**

The dissertation demonstrates your skills and ability to independently conceptualize, conduct, and complete original, significant scholarly work. Consequently, this course requires a great degree of independent work. As the fourth of five one-unit seminars, this course has been designed to function as a source of support and accountability for you. Accordingly, you will be asked to establish goals, develop a timeline, and report on your progress. It is expected and acceptable that you and your colleagues might be at various stages of your dissertation work.

During this course we will devote time to reviewing the process and requirements for completing a doctoral dissertation, with particular emphasis on the literature review. The literature review is the foundation

To further support the goals of this course, the class will serve as a forum to discuss dissertation-related concerns and issues with other students. Small work groups will also be developed based on the needs and support that each of you articulates at the beginning of the semester. While various and often competing roles and responsibilities may limit your ability to meet outside of class, there are several creative ways to help keep each other on track (e.g., distance & digital spaces, incentives). Tips and ideas will be offered

during the quarter in hopes that you will continue to support each other as you complete your dissertation units.

Note: As indicated in the Catalog Description, the goal of this course is to mentor and guide you through the dissertation process; however, both specific guidance on your individual project as well as the final decision on your next steps are the prerogative of your dissertation chair/committee.

### **Course Goals/Objectives**

By the end of the course, students will be able to:

1. Understand the role and purpose of the literature review in education research
2. Analyze, synthesize, and make associations between existing literature
3. Write a successful literature review
4. Communicate effectively with dissertation chair and committee
5. Take ownership of their work and advocate for themselves

### **Course Requirements**

1. **Literature Review Writing Plan/Goals:** Students will establish goals and develop a timeline for the quarter that includes a plan for weekly tasks/activities associated with the literature review. Please note that your goals should align with those previously established/discussed with your chair/committee. The “Adequacy of the Dissertation” form should also be considered when establishing goals. **(5 points)**
2. **Communication with Dissertation Chair:** Students must provide evidence of at least 2 contacts with dissertation chair during the course of the quarter. Evidence includes copies of emails, notes from faculty concerning student performance, and other verifiable artifacts of meetings/contacts **(5 points)**.
3. **Graduate Writing Center Visit:** Producing a dissertation is difficult. Oftentimes this endeavor requires further instruction or fundamental changes in our writing strategies. As such, students must participate in *at least* one online tutoring session or a one-to-one writing conference offered by CSUSB’s Graduate Writing Center. Students should seek assistance with their ongoing writing project. **(10 points)**
4. **Structured Abstracts:** A structured abstract is a formal and compact summary of an article’s main features and findings. Structured abstracts are useful to help you systematically assess and communicate education studies and research findings. Students will compose 3 structured abstracts to facilitate the development of their literature review. **(30 points, 3 structured abstracts @ 10 pts each)**
5. **Conceptual Diagram:** A literature review is a systematic research design in which the salient data are research reports, journal articles, and theoretical

literature. Students, not only, must analyze each of the items they read, but also make associations between and among these various sources. Students will develop a conceptual diagram consisting of completed structured abstracts (**10 points**)

6. **Submission of Completed Dissertation Goals:** At the end of the quarter students will submit completed writing goals to their dissertation chair. Evidence of submission must be provided for grade. (**25 points**)
7. **Attendance, Participation, & Discussion:** In order to receive the attendance, participation, and discussion points, you need to be present and prepared for each class meeting. In addition to talking points from the assigned readings, you will be required to give a brief weekly progress report on your writing plan/goals for the quarter. (**15 points**)

**Specific criteria for each assignment are posted in the Assignment section on Blackboard.**

### Course Evaluation Plan

Students will be assigned a letter grade (A-F). Grading is based on 100 points. See grade breakdown below:

Assignment	Points	Due Date
Literature Review Writing Plan/Goals for Quarter	5	April 4, 2015
Communication with Dissertation Chair	5	May 2, 2015
Writing Center Visit	10	May 2, 2015
Structured Abstracts	30	Weekly
Conceptual Diagram	10	May 16, 2015
Submission of Completed Dissertation Goals	25	June 13, 2015
Attendance and Participation	15	Weekly

In this class:

<b>A</b>	95-100	<b>B+</b>	87-89	<b>C+</b>	77-79	<b>D</b>	65-69
<b>A-</b>	90-94	<b>B</b>	83-86	<b>C</b>	73-76	<b>F</b>	64 and below
		<b>B-</b>	80-82	<b>C-</b>	70-72		

### Submission Guidelines and Grading Policies

1. Late assignments will not be accepted, except by approval of the professor. Approval must be arranged ahead of time. You will lose **5** assignment grade-points per class session beyond the due date.
2. Absent students are responsible for any work announced in class and for all announced changes, additions, and deletions to the syllabus. Absence from class is not a valid excuse for failing to meet deadlines or fulfill course requirements.

3. All assignments must be submitted via email to me at [emartinez@csusb.edu](mailto:emartinez@csusb.edu)
4. Please submit your individual assignments as Word documents with the following identifier: **Last Name\_Course Number\_Assignment Title** (e.g., Martinez\_EDUC 790-04\_Structured Abstract1)
5. I do not round up points for a grade (e.g., 94.5 will not be rounded to a 95)
6. Also, please note that I will not grade your assignments based on effort, but the final product that you submit.

## Writing Expectations

1. There is an expectation that students should be able to write and conceptualize their ideas. Grading will be based on ideas, clarity, and organization of those ideas.
2. All written work will meet standards of academic and professional quality (this means no spelling, grammar or punctuation errors).
3. All written work must be typed, double-spaced, Times New Roman 12-point font with 1" margins on all sides, and should be page numbered.
4. Always cite your sources!
5. All assignments must conform to APA (6<sup>th</sup> edition)

**For help with improving writing processes and practices, contact the CSUSB Graduate Writing Center located in College of Education, Room 311, (909) 537-3127, [writingcenter@csusb.edu](mailto:writingcenter@csusb.edu) For additional information visit: <http://www.ugs.csusb.edu/wc/gwc.html>**

## Required Technology and Equipment

Access to web, Blackboard, and e-mail is a necessity for this course, as it is for most. Please note that any correspondence for this course will take place via CSUSB email accounts/Blackboard, not through other internet/work emails. In light of the activities/exercises planned for this class, a voice recorder and camera will be helpful, but not required. All activities can be facilitated through devices such as smartphones. Additionally, I will have a few personal recorders and cameras available for use in class.

**For Blackboard support please contact the Technology Support Center at (909) 537-7677 or [support@csusb.edu](mailto:support@csusb.edu) Additional Blackboard student resources are also available at: <https://blackboard.csusb.edu/>**

## Required Textbooks

Lunenburg, F.C. & Irby, B.J. (2008). *Writing a successful thesis or dissertation: Tips and strategies for students in the social and behavioral sciences*. Thousand Oaks, CA: Corwin Press

Students must also purchase a textbook related to their strategy of inquiry (e.g., qualitative: case study, phenomenology, grounded theory, narrative inquiry; quantitative: experimental designs, non-experimental designs, such as surveys; mixed methods: sequential, concurrent, transformative). At this point in the program students should be familiar with the recognized leaders in the strategy of inquiry (e.g, case study: Yin (2009); Stake (1995, 2000); Merriam (1998)). If students have any concerns about selecting a book they should consult with their chair for recommendations. I am also available to provide recommendations; however, as previously noted, both specific guidance on their individual project as well as the final decision on their next steps are the prerogative of their chair/committee.

### **Additional Required Readings**

Boote, D. N., & Beile, P. (2005). Scholars before researchers: On the centrality of the dissertation literature review in research preparation. *Educational Researcher*, 34(3), 3-15.

Mosteller, F., Nave, B., & Miech, E. J. (2004). Why we need a structured abstract in education research. *Educational Researcher*, 33, 29-34.

Ravitch, S. M., & Riggan, M. (2012). *Reason & rigor: How conceptual frameworks guide research*. Thousand Oaks, CA: Sage.

**All required readings can be found in the Readings section of the Course Menu on Blackboard. For Blackboard support please contact the Technology Support Center at (909) 537-7677 or [support@csusb.edu](mailto:support@csusb.edu) Additional Blackboard student resources are also available at: <https://blackboard.csusb.edu/>**

### **Recommended Texts/Readings**

Alvesson, M. (2011) *Interpreting Interviews*. Thousand Oaks: Sage.

American Psychological Association<sup>1</sup>. (2010). *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed, 2<sup>nd</sup> printing<sup>2</sup>). Washington, DC: Author.

Creswell. J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage.

Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage.

Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*. London: Sage.

Glesne, C. (2005). *Becoming qualitative researchers: An introduction* (3<sup>rd</sup> ed.). Boston, MA: Pearson.

Green, J. L., Camilli, G. & Elmore, P.B. (Eds.) (2006). *Handbook of complementary methods in education research*. Mahwah, NJ: Lawrence Erlbaum Associates.

Saldaña, J. (2009). *The Coding Manual for Qualitative Researchers*. Thousand Oaks, CA: SAGE.

Shavelson, R. J. & Towne, L. (Eds.). (2002). *Scientific research in education*. Washington, DC: National Academies Press.

Vogt, W. P. (2007) *Quantitative research methods for professionals*. Boston, MA: Pearson Education.

Wolcott, H. F. (1994). *Transforming qualitative data: Description, analysis, and interpretation*. Thousand Oaks, CA: Sage.

### **Cited Texts/Readings**

Merriam, S. B. (1998). *Qualitative research and case study applications in education*. San Francisco: Jossey-Bass.

Stake, R. E. (1995). *The art of case study research*. Thousand Oaks, CA: Sage.

Yin, R. K. (2009). *Case study research: Design and methods* (5<sup>th</sup> ed.). Thousand Oaks, CA: Sage.

### **Course Calendar**

Date	Topic	Readings Completed	Note
4/4	Introductions, Course Overview, Writing Goals	Rockquemore (2015)	Writing Plan Due
4/18	Literature Review Why Structured Abstracts?	Boote & Beile (2005); Mosteller et al. (2004); Lunenburg & Irby Ch 7	Class will be held online via Blackboard <sup>1</sup> SA Due
5/2	Writing	TBD	SA Due
5/16	Conceptual Frameworks	Ravitch & Riggan (2012)	SA & Conceptual Diagram Due
5/30	Writing	TBD	
6/13	Panel of Peers	TBD	Completed Goals

\*\* Students are highly encouraged to attend dissertation defenses scheduled throughout the quarter. This is a wonderful opportunity for you to support your peers, prepare for

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<sup>1</sup> Professor on conference travel for the 2015 American Educational Research Association Annual Meeting

your own proposal or dissertation defense, and know what to expect. Announcement of upcoming defenses will be made in class.

*I reserve the right to modify the course schedule slightly to meet everyone's needs.*

### **Portfolios**

Students are reminded to select required and optional artifacts from this course for submission to their Portfolio. Each Portfolio will contain the following elements:

1. Statement of Purpose in the Ed.D. program.
2. Current (updated) resume.
3. Examples of coursework reflecting the Student Learning Outcomes and core concepts (e.g., papers submitted, tests completed, projects completed, etc.) with an indication of how each element submitted is relevant to their dissertation topic and research activities.
4. Summary of research and dissertation activities. Students should submit a summary (no longer than one page for each element submitted) as to work they have completed on their dissertation. Organization of this section of the portfolio should align with the dissertation chapters: a) Research Question; b) Literature Review; c) Methodology; d) Results; and, e) Conclusions. The portfolio, over its development, should provide longitudinal evidence of activities related to completion of the dissertation. Additionally, students may also submit a summary regarding any research activities that may be in addition to their dissertation. Additionally, students may include optional elements, such as, but not limited to:
  5. Conference participation and/or presentations
  6. Manuscript/publication drafts
  7. Additional noteworthy course work/projects
  8. Professional work samples

Portfolios are to be submitted each summer quarter for evaluation. It is the student's responsibility to ensure they are creating and maintaining their Portfolio throughout the year.

### **Additional Resources**

CSUSB ScholarWorks: Electronic Theses, Projects, and Dissertations  
<http://www.lib.csusb.edu/collections/thesesDissertation.html>

CSUSB Graduate Writing Center  
<http://www.ugs.csusb.edu/wc/gwc.html>

Institutional Review Board  
<http://irb.csusb.edu/>

John M. Pfau Library  
<http://www.lib.csusb.edu/>



Office of Graduate Studies  
<http://gradstudies.csusb.edu/>

Graduate Studies Workshops  
<http://gradstudies.csusb.edu/thesisProjectDissertation/workshops.html>

### **Academic Dishonesty**

Plagiarism and cheating are violations of the Student Conduct Code (see Appendix of the CSUSB Bulletin of Courses) and may be dealt with by both the instructor and the Judicial Affairs Officer. Plagiarism is the presentation of one's own, the ideas and writing of another. Plagiarism is academically dishonest and subjects the offending student to penalties up to and including expulsion. In accordance with university policy, instances of plagiarism and/or cheating in this course will result in a reduction of the final grade and may result in a failing grade for the course.

Refer to the General Regulations and Procedures in the CSUSB Bulletin of Courses for the university's policies on academic honesty, cheating, and course withdrawal.

If a student decides to withdraw from this course, it is the student's responsibility to do so in accordance with university policies and, if necessary, to notify student financial aid as withdrawal may influence the amount of funds available to the student.

### **Commitment to Diversity**

In our commitment to the furthering of knowledge and fulfilling our educational mission, California State University, San Bernardino seeks a campus climate that welcomes, celebrates, and promotes respect for the entire variety of human experience. In our commitment to diversity, we welcome people from all backgrounds and we seek to include knowledge and values from many cultures in the curriculum and extra-curricular life of the campus community. Dimensions of diversity shall include, but are not limited to, the following: race, ethnicity, religious belief, sexual orientation, sex/gender, disability, socioeconomic status, cultural orientation, national origin, and age. (from the *CSU San Bernardino University Diversity Committee Statement of Commitment to Diversity, 1995*)

*In keeping with the university's Commitment to Diversity, the faculty of the College of Education fully support the Americans with Disabilities Act (ADA). Faculty will provide reasonable accommodation to any student with a disability who is registered with the Office of Services to Students with Disabilities and who needs and requests accommodation. **If you are in need of an accommodation for a disability in order to participate in this class, please let me know ASAP and also contact Services to Students with Disabilities at UH-183, (909)537-5238.***