

University of Louisiana at Lafayette
College of Education
Educational Foundations and Leadership

Course: EDLD 801 Semester: Spring 2008
Schedule: M5:00-7:50 Location: FGM 215

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Course Description

EDLD 801: Writing for Research

An introduction to the process of writing for a research project with special attention paid to the requirements of the Qualifying Paper. Discusses the general parts of the traditional dissertation, the general epistemology behind it, and the common-sense questions that inform it with allowances made for the qualitative researcher.

Course Objective: To introduce doctoral students to the process of writing for the doctoral thesis. The objective of this course is to enable students to develop and acquire the knowledge, skills and dispositions required for writing a research proposal and dissertation that meets the standards of a Carnegie university ranked as "Very High Research Intensity."

Candidates should aim to acquire the following knowledge (K), skills (S), and dispositions (D) through this course. They are expected to:

- Develop an understanding of the major parts of the qualifying paper (K).
- Acquire an understanding of the process of formulating and writing a problem statement with rationale, and a literature review that bears on the problem (K).
- Learn how to formulate an acceptable research problem (S)
- Learn how to do a literature review (S)
- Develop a commitment to research practice consistent with a Carnegie ranked as Very High Research Intensity.

RecommendedText

Gall, M., Gall, J. and Borg, W. (2007) *Educational research* (8th edition). Boston, MA: Pearson Education, Inc. Other readings will be available on the World Wide Web

Conceptual Framework: The Responsive Professional

The conceptual framework of the UL Lafayette College of Education is designed to expand upon the institution's commitment to be a responsive university. Doctoral students are expected to demonstrate knowledge, skills, and dispositions associated with the four elements of a Responsive Professional. Responsive Professionals demonstrate expertise in knowledge and practice. They are reflective practitioners who respect diversity and demonstrate a commitment to professionalism. Course Policies and Procedures

Emergency Evacuation Procedures

A map of this floor is posted near the elevator marking the evacuation route and the Designated Route Area. This is an area where emergency service personnel will go first to look for individuals who need assistance in

exiting the building. Student who may need assistance should identify themselves to the teaching faculty.

Attendance Policy (Will discuss further at our next meeting)

Academic Honesty

The College of Education adheres to the policy on academic honesty as outlined on page 427 in the Undergraduate Bulletin (2003-2005) .

Students Requiring Special Accommodations

Students requiring special accommodations must register with the Office of Services for Students with Disabilities and provide official documentation to the instructor in a timely manner.

Course Requirements

Practically speaking, every doctoral program really has only one goal: the writing and successful defense of a good (not a perfect) dissertation. Accordingly, this course is designed to help the student work toward this objective by asking for a substantial paper of 30-40 pages that contains a problem statement, rationale and review of the literature bearing on the problem. The paper will be worth 100 points. The points will be assigned according to the following rubric:

Problem Statement & Rationale (20 points)

--Is the problem statement/questions clearly stated and in interrogative form, i.e., is it a question with a question mark at the end?

--is the problem statement stated early in the paper, in the first few paragraphs, preferably in the first or second paragraph?

--Are any subsidiary questions related to the general question clear and obviously related to it?

--Does the problem statement/question inform everything else done in the paper, i.e, can you make sense of any part of the paper by way of its relation to the general problem? Is that relationship clear or made clear by introductory and transition sentences?

--Is there a clear rationale for the problem/question, i.e., one or more reasons/explanations given as to why the question is worth studying? Is its importance clear? Is its relevance to education in general and educational leadership in particular made clear?

Literature Review (30 points)

--Does the literature review articulate the questions investigated by the authors being reviewed?

-- Is there some effort to say how their questions are like or different from your question/problem? Is it exactly like your question or only similar? How does it differ?

--Is there some effort in the literature review to organize the various questions being posed by each author being reviewed. In other words, is the discussion of the various authors organized around the questions they pose, i.e., their problems or does it seem to be just a "laundry list" of who said what?

--For literature that has only an indirect bearing on the question is its relationship to the problem statement clearly stated? That is, is it clear how any study cited in the lit review bears on the main problem, directly or indirectly?

--Does the literature include references to scholars whose work bears directly on the question, i.e., who have asked the same or nearly the same question being asked in the paper? Is the Review sufficiently inclusive, i.e, include the most important work done on the topic and does not exclude any studies that bear directly on the problem, especially studies within the last 10 years.

Summary and Conclusions (10 points)

--Does the summary restate the original problem?

--Does the summary articulate in propositional form the major findings of the studies reviewed?

--Does the conclusion critically assess the studies reviewed.

--Does the conclusion relate the findings from the review to the problem at hand, saying how the problem in the study stands to contribute to the knowledge that has already been generated.

Theoretical Framework (20 points)

-Does the paper contain a series of well-articulated propositions that are essentially hunches about what the researcher might reasonably expect to find in an investigation based on and informed by the literature reviewed.

Writing (20)

- Is the paper written in a readable but formal style?
- Do the paragraphs in the paper have topic sentences and are these then followed by supporting, exemplifying statements, and does each paragraph end with a summary sentence that re-states in a different way the main idea contained in the topic sentence?
- Are the topic sentences of each paragraph logically related? Can one read just the topic sentences of each paragraph and get a good sense of the paper?
- Are the paragraphs organized logically into sections and parts and are these given appropriate headings and sub-headings?
- Are sentences grammatically correct and are words spelled correctly? Is word choice generally appropriate?
- Is APA style followed with title page, and proper placing of figures, graphs, tables, etc.?

STUDENTS WILL BE ABLE TO SUBMIT DRAFTS OF THEIR PAPER FOR FEEDBACK BEFORE THE FINAL PAPER IS DUE!

PASS-PORT Artifacts

The paper described above.

Technology Integration

Use of the WWW for instruction; syllabus and readings on website.

Course Evaluation

Standard University Course Evaluation Form

COURSE READINGS

PROFESSIONAL ASSOCIATIONS

(Please see Dr. Slater's website: www.robertowenslater.info)

PROFESSIONAL JOURNALS

(Please see Dr. Slater's website: www.robertowenslater.info)

CONCEPTUAL FRAMEWORK UNIT OUTCOMES:

CANDIDATE PROFICIENCIES

Knowledge and Expertise in Practice – The Responsive Professional demonstrates knowledge of content disciplines and engages in effective pedagogical practice. The candidate:

CF-K1 Knows, understands, and applies multiple theoretical perspectives about human development and learning.

CF-K2 Demonstrates knowledge of content discipline and related standards.

CF-K3 Knows and demonstrates appropriate use of instructional resources and methodologies for subject matter content.

CF-K4 Plans and implements effective standards-based learning experiences.

CF-K5 Applies a variety of appropriate and effective assessment techniques to facilitate and monitor student academic growth and program improvement.

CF-K6 Demonstrates effective management skills.

CF-K7 Uses and integrates technology as appropriate.

CF-K8 Models and utilizes effective planning that incorporates higher order thinking.

CF-K9 Identifies and articulates relevant education policies and laws.

Reflection – The Responsive Professional actively, persistently, and carefully considers practice, experiences, and available alternatives to guide decision-making. The candidate:

CF-R1 Reviews systematically one's own educational practice and learns from experience.

CF-R2 Uses assessment and evaluation to inform instruction.

CF-R3 Searches persistently for information and solutions to problems.

Diversity – The Responsive Professional articulates an understanding that beliefs, traditions, and values across and within cultures affect both learning and relationships with learners, their families, and the community. The candidate:

CF-D1 Fosters inclusive learning environments in which diversity is valued and learners are taught to live harmoniously.

CF-D2 Accommodates learning styles and individual needs through developmentally appropriate practices.

CF-D3 Engages and involves students in relevant and challenging learning experiences.

CF-D4 Exhibits respect for all types of diversity.

CF-D5 Is informed about and responsive to cultural differences.

Professionalism – The Responsive Professional actively seeks opportunities to grow professionally, collaborates to meet complex needs of learners, advocates educational principles, and models leadership skills. The candidate:

CF-P1 Collaborates effectively with students, parents, and colleagues.

CF-P2 Models appropriate behaviors and attitudes.

CF-P3 Sustains commitment to professional growth.

CF-P4 Demonstrates problem solving, interpersonal communication, and decision-making skills in leadership roles.

CF-P5 Engages in service to the profession.

CF-P6 Participates in educational advocacy.

CF-P7 Participates in professional organizations, meetings, and conferences.

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RESPONSIVE PROFESSIONAL DISPOSITIONS

Disp 1. Candidates demonstrate commitment to professionalism.

Disp 2. Candidates identify and demonstrate appreciation of the importance of diversity and its impact.

Disp 3. Candidates demonstrate a commitment to learning and to participation in professional organizations

and currency in field.

Disp 4. Candidates demonstrate self-direction in learning and practice.

Disp 5. Candidates value the role of community and of the family in the learning process.

Disp 6. Candidates demonstrate collaboration with other professionals to affect student learning.

Disp 7. Candidates demonstrate a commitment to critical thinking and problem solving.

Disp 8. Candidates value the use of data to inform decisions.