EDE 577: Advanced Seminar in Higher Education – Research Design
Fall 2011

Location: Dewey 1-211C
Date/Time: Wednesdays 4:50-7:30pm

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Office Hours: by appointment
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Course Description
The purpose of this course is to prepare doctoral students for the process of writing their research outlines and dissertation proposals. In addition, this course will allow students to gain the skills necessary to critically evaluate the design of published research in the field of higher education and in their respective areas of expertise. The course will require that students work through and write a research design proposal. In addition to building upon the knowledge gained in students’ methods courses, this course will pay particular attention to the use of conceptual and theoretical frameworks in research design. Students’ final course assignment will include a draft of their dissertation proposal.

Students must have completed their methods courses and ideally, comprehensive exams should be either completed or near completion. Given that this course will be taught from a higher education lens, students outside of the higher education program should contact Judy Kiyama or their advisor to determine if the course is an appropriate fit.

NOTE: Although this course will concentrate on proposal development, it shall not take the place of your doctoral advisor and dissertation committee. You must consult with your advisor regarding the expected format and content of your dissertation proposal.

Academic Expectations
* Students are expected to arrive to class on time and return promptly from class breaks. Please give me advanced noticed if you will be missing class.
* All papers must be typed and double-spaced with 1-inch margins on all sides (size 12 font).
* Papers must follow stylistic guidelines recommended by the Publication Manual of the American Psychological Association.
* All assignments must be completed on time (either in class or submitted via email by midnight). Late papers will receive a maximum of 70%.
* Please refrain from the use of electronic devices in class (laptops, cell phones, blackberries, ipads, etc.) except to use your laptop/ipad to take notes or for readings. Playing on the internet or texting will not be tolerated.
* The goal is not to agree, it is about hearing and exploring divergent perspectives and contributions.

Academic Integrity: Any form of academic dishonesty, including plagiarism, in this course will be treated seriously—all work must be your own and the work of others must be properly cited as appropriate. The University of Rochester’s “Academic Honesty Policy” and related judicial processes is found on pp. 49-52 in the Graduate Bulletin’s Regulations and University Policies Concerning Graduate Study or online at the following location:
More information regarding proper citing and plagiarism can be found in the APA Manual. The website below also provides helpful hints, tools, and exercises in proper citation.
http://ori.hhs.gov/education/products/roig_st_johns/index.html

**Special Needs:** Section 504 of the Rehabilitation Act of 1973 protects anyone with a disability from being excluded or discriminated against in the classroom. If you have a documented disability, please let me know. By law I cannot ask you if you have a disability. The Office of Disability Services will provide me with guidance for your accommodation after you inform me that you qualify for accommodations.

**Inclusivity Statement:** It is expected that our class meetings are supportive environments. A fundamental part of our class work is committing ourselves to fostering an inclusive, anti-oppressive environment where each person takes responsibility for her/his language, actions and interactions. In this course, an anti-oppressive environment means that we work against language, actions, interactions and ideologies that hurt people. There may be class discussions that will be difficult or challenging. We share, as a classroom community, the task of negotiating the dual priorities of authentic free speech and active regard for all others. Thus, it is important that we listen to each other about how our words and actions are affecting one another and that we talk about a class moment in which something may feel hurtful. Therefore, hate speech of any kind will not be permitted. This includes use of racial, sexual, gender, or abled slurs and personal attacks on other’s ideas. We will negotiate other guidelines about classroom discussions throughout the course.

**Required Books**


Readings for the course other than required texts (located under “course materials”), course syllabus, and assignment overviews will be available on Blackboard.

**Assignments, Due Dates, and Grading:**
Students will be graded on participation and six assignments. While I have included a point breakdown to help you keep track of each assignment, I will be assigning the final grade based on pass / fail. Therefore, I am less worried about the number of points you accumulate than I am about you contributing in helpful and productive ways towards the class and your individual assignments.
### Assignment Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Grading</th>
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<tbody>
<tr>
<td>Classroom participation, including peer review and in-progress research design</td>
<td>15 pts</td>
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<tr>
<td>Group review and critique of a dissertation’s first three chapters</td>
<td>10 pts</td>
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<tr>
<td>Proposal Introduction</td>
<td>5 pts</td>
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<tr>
<td>Literature map, literature review and theoretical framework</td>
<td>10 pts</td>
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<tr>
<td>Matrix of theory, research questions, and methods</td>
<td>10 pts</td>
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<tr>
<td>Methodology section</td>
<td>10 pts</td>
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<tr>
<td>Dissertation/research proposal and Final presentation</td>
<td>40 pts</td>
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<tr>
<td>TOTAL</td>
<td>100 pts</td>
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**Classroom participation and peer review:**
Each week, you will be expected to read the assigned articles and readings prior to class and to participate in class discussions. At times you will be paired off or placed in small groups for peer review of assignments and other group activities. In addition, you will have the opportunity to present your in-progress research designs for class feedback throughout the semester. In turn, you will be expected to offer critical feedback and suggestions on your classmates’ designs and presentations.

**Group Review and Critique of a dissertation’s first three chapters:**
You and your partner will choose a defended dissertation from Dissertation Abstracts, preferably a dissertation that is closely aligned with your research interests. Dissertations for Warner can also be found on Dissertation Abstracts. You and your partner will write a five to seven-page review and critique of the introduction, literature review, and methods chapters, including your evaluation of the structure, flow, content, and style of the chapters.

**Proposal Introduction:**
This assignment requires you to “hook” the audience to your dissertation topic. Include a broad introduction and conclude with a focused purpose, rationale, and research questions of the study. Include citations when necessary. The introduction usually represents chapter 1 of your dissertation. The assignment should be approximately 5-7 pages.

**Literature map, literature review and theoretical framework:**
This assignment has two parts. **First**, using Creswell’s book as a guide (pp. 33-36), you will compose a map of your preliminary literature for your dissertation or research project. If you are not able to construct the map in a word processing program or other visualization software, please hand-draw the map neatly on a sheet of white paper. While there is no minimum or maximum number of sources you must use, it will be to your benefit to utilize at least ten. Most of you will find that you probably already have more than ten sources. This map will be presented in class. **Second**, you will write a literature review of the sources included in your map. You may choose to write this first before you draw the map. The literature review will be due in class. **Third**, the literature review generally includes an overview of your theoretical or conceptual framework and an explanation of how your framework will inform your study. The literature review usually represents chapter 2 of your dissertation. This assignment should be approximately 20 pages.
Matrix of theory, research questions, and methods:
This assignment will provide you an opportunity to concretely tie your theory to your research question and methods. Expect this matrix to change as you develop your proposal, but for now it is a good start toward getting your ideas on paper. Be sure to include a 1-2 page Introduction, 1-2 page description of methods, and all your draft research instruments (i.e., surveys, interview protocol, etc.) as well.

Methodology Section:
Building off of the previous assignment, you will construct your chapter 3 of your proposal – your methodology. This section should include an overview of your larger methodological research design, data collection (and specific methods that will be used), data analysis, positionality statement and potential limitations. Really think about how your theoretical / conceptual framework influences every step in your design process and use the matrix to help lay out this section. This assignment should be approximately 20 pages.

Dissertation/research proposal draft:
The culmination of your work this semester will be a rough draft of your dissertation or research proposal. Keep in mind that your proposal must be completed in close consultation with your advisor and/or committee. All of the previous assignments and classroom discussions will inform this draft, so you will be more prepared than you think by the time the end of the semester arrives. Your advisor may or may not wish for you to include these findings in your dissertation proposal, but preliminary findings are required for towards the course grade. Your final assignment will likely be in the 50 page range. Your final proposal will likely be longer depending on the feedback you receive from your advisor and committee.

Timeline of assignments due:
1. Critique of a dissertation’s first three chapters assignment Sept. 14 (week 3)
2. DRAFT of lit reviews and maps (review with partner in class) Oct. 5 (week 6)
3. Lit review, map and theoretical framework Oct. 12 (week 7)
4. Introduction, proposal matrix, methods section Nov. 9 (week 11)
5. DRAFT of full proposal (exchange in class) Nov. 16 (week 12)
6. Share feedback of partner’s proposal in class Nov. 30 (week 14)
7. FINAL draft of proposal due, in class presentation Dec. 7 (week 15)

Course Schedule [* indicates due date of an assignment]:

Week 1: August 31 Introduction
Syllabus overview and course objectives.
Review of topics and research questions and purpose statements.

Week 2: September 7 The Nature of Research & Knowledge Claims & Your Research Design
Refine topic. Begin literature searches.
Class feedback on research design ideas (in class)

Readings:
Creswell, Chapter 1


**Week 3: September 14**  
Reviews & Critiques of Research Designs from the Literature.  
*Critique of a dissertation’s first three chapters assignment due, presentations (in class)  
Finalize topic. Continue literature searches.  
Student feedback presentations (in class)  

*Readings:*  
Foss & Waters: Chapter 6 – Getting There: The Dissertation Proposal


**Week 4: September 21**  
The Literature Review  
Student feedback presentations (in class)  
Continue literature searches.

*Readings:*  
Creswell, Chapter 2

Machi & McEvoy, Steps 3 – 5 (pp. 59-125)


**Week 5: September 28**  
Theoretical Frameworks I  
Student feedback presentations (in class)

*Readings:*  
Creswell, Chapter 3


Week 6: October 5  Theoretical Frameworks II
*Draft literature reviews and maps, review with partner in class.
Review and critique researchers’ use of theoretical frameworks.
Student feedback presentations (in class)

Guest lecturer: Michelle Espino, Assistant Professor, University of Georgia

Readings:


Week 7: October 12  Purpose Statement and Research Questions
*Literature map, literature review and theoretical frameworks assignment due, exchange papers
Student feedback presentations (in class)

Readings:
Creswell, Chapters 5, 6, 7

Week 8: October 19  Methodologies and Methods
Class feedback on literature review assignment (in class)
Begin developing your research design.

Readings:
Creswell, Chapters 8, 9, 10

Week 9: October 26  
Researcher Positionality Statements
Explore assumptions, biases, and influences as a researcher
Using tools like memoing to explore positionality and bias
Student feedback presentations (in class)

Readings:


Week 10: November 2  
Internet, Computer, and Media Research Methods
Student feedback presentations (in class)
Continue developing your research design.

Readings:


Examples of use of internet and media in qualitative research (browse):

Week 11: November 9  Research Ethics
*Proposal introduction and Matrix of theory, research questions, and methods assignment due, presentations (in class), exchange papers
Class feedback on introduction and matrix assignments (in class)
Discuss access issues/data collection
Student feedback presentations (in class)

Guest Lecturer: Constance Smith, Assistant to the Dean for Accreditation and Grants & Warner’s RSRB liaison.

Readings:
Creswell, Chapter 4, Pp 87-94.


Week 12: November 16  Validity & Trustworthiness
*Exchange write-up drafts
Student feedback presentations (in class)
Continue data analysis
Address issues of validity, trustworthiness and pilot studies

Readings:


Example of establishing validity (browse):

Week 13: November 23  NO CLASS: Thanksgiving Break

Week 14: November 30  Writing Strategies
Class feedback on write-up drafts (in class)
Make final revisions

Creswell, Chapter 4, Pp 73-87.

Foss & Waters: Chapter 9 – Useful phrases: Writing and Editing


Week 15: December 7: Proposal Presentations
*Proposal Drafts and Preliminary Findings due
*Final Presentations

*Syllabus subject to change

Revised: 8/6/2012
This syllabus was modified from Dr. Jenny Lee’s Research Design in Higher Education syllabus offered at the University of Arizona.