University of Southern California
Rossier School of Education
Course Syllabus

EDUC 792: Critique of Research: Reflective Practice
Spring 2016

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Course Overview

EDUC 792 is designed to help you finalize your dissertation proposal. Time will be balanced between collective writing of the conceptual framework (Chapter 2) and presenting your work on Chapters 1-3. Writing the proposal, selecting the dissertation committee, preparing the IRB, and plan for data collection and analysis will be central to this course.

Course Requirements

1. Attend all class meetings.
2. Satisfactorily complete each of the assignments below, and as needed throughout the course.
3. A completed, ready to defend proposal is required to pass this course.

To pass this course you have to submit the following:
4. Final version of your Dissertation Proposal, Chapters 1-3 by April 19, 2016
5. Submit IRB (approved by Chair) by April 26, 2016

Textbooks and other materials

No required text: We will use the texts from Inquiry II for reference.

Please Note: This text is *recommended*.

Publication Manual of the American Psychological Association (6th ed.). (2010). Washington, D.C.: American Psychological Association.

Assigned and individually identified articles.

Grading

The course is graded CR/NC. To receive credit, you must complete all assignments satisfactorily **on time and complete the dissertation proposal at the phase of "ready to defend"**. (See course requirements, above.)

Grading of assignments

<u>Written Assignments</u> will be reviewed using the following criteria:

"CR" Paper will meet one of these criteria:
       (a) The principal characteristic of the superior "CR paper is its rich content, "meaty," "dense,"

"packed." The information delivered is such that one feels significantly taught by the author, sentence after sentence, paragraph after paragraph. The "A" paper is also marked by stylistic finesse: the title and opening paragraph are engaging; the transitions are artful; the phrasing is tight, fresh, and highly specific; the sentence structure is varied; the tone enhances the purposes of the paper. It is completely free from grammatical or typographical errors. Finally, the "A" paper, because of its careful organization and development, imparts a feeling of wholeness and unusual clarity. Not surprisingly, then, it leaves the reader feeling bright, thoroughly satisfied, and eager to reread the piece. An "A" paper clearly takes a stand and argues and defends that stand so as to completely persuade the reader, without leaving dangling questions and unexplored avenues of discussion. It is complete unto itself.

(b) A "passing" "CR" paper is significantly more than competent. Besides being almost free of mechanical errors, this paper delivers substantial information, that is, substantial in quantity, interest and value. Its specific points are logically ordered, well developed, and unified around a clear organizing principle that is apparent early in the paper. The opening paragraph draws the reader in; the closing paragraph is both conclusive and thematically related to the opening. The transitions between paragraphs are for the most part smooth, the sentence structures pleasingly varied. The diction of the paper is typically more concise and precise than that found in the "NC" paper. Occasionally, it even shows distinctiveness, i.e. finesse and memorability. On the whole, then, this paper makes the reading experience a pleasurable one, for it offers substantial information with few distractions. It establishes a stand on an issue, and for the most part, clarifies and defends that stand, leaving few unanswered questions and unexplored angles. It is relatively successful in convincing the reader.

A "NC" Paper will have any of the following qualities:
- Its information seems thin and commonplace. One reason for this is that the ideas are technically cast in the form of vague generalities; generalities that prompt the confused reader to ask marginally: "In every case?" "Exactly how large?" "Why?" "But how many?" Stylistically, the paper has little to draw the reader in; the final paragraphs are often bumpy; the sentences, besides being a bit choppy, tend to follow a predictable (hence monotonous) subject-verb-object order; and the diction is occasionally marred by unconscious repetitions, redundancy, and imprecision. While the paper gets the job done, lacks both imagination and intellectual rigor, and hence does not invite a rereading. It attempts to establish a stand on an issue, but achieves only average success. It leaves many ideas dangling and opens as many doors for further questions as it closes. It is not very successful in convincing the reader.

- Its treatment and development of the subject are as yet rudimentary. While organization is present, it is neither clear nor effective. Sentences are frequently awkward, ambiguous, and marred by serious mechanical errors. Evidence of careful proofreading, if any, is scanty. The whole piece, in fact, often gives the impression of having been conceived and written in haste. Or, the paper, while of standard writing, missed the assignment completely by achieving something other than requested such as presenting a summary of an article rather than an analysis and opinion derived from the article.

- Its treatment of the subject is superficial; its theme lacks discernible organization; its prose is garbled or stylistically primitive. Mechanical errors are frequent. In short, the ideas, organization, and style fall far below what is acceptable graduate level writing.

Academic Accommodations

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m. - 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

Incompletes

IN – incomplete (work not completed because of documented illness or some other emergency occurring after the twelfth week of the semester; arrangements for the IN and its removal should be initiated by the student and agreed to by the instructor prior to the final exam); IX – lapsed incomplete.

Conditions for Removing a Grade of Incomplete. If an IN is assigned as the student's grade, the instructor will fill out the Incomplete (IN) Completion form which will specify to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date and the weight to be assigned to the work remaining to be done when computing the final grade. A student may remove the IN by completing only the portion of required work not finished as a result of documented illness or emergency occurring after the twelfth week of the semester. Previously graded work may not be repeated for credit. It is not possible to remove an IN by re-registering for the course, even within the designated time.

Time Limit for Removal of an Incomplete. One calendar year is allowed to remove an IN. Individual academic units may have more stringent policies regarding these time limits. If the IN is not removed within the designated time, the course is considered "lapsed," the grade is changed to an "IX" and it will be calculated into the grade point average as 0 points. Courses offered on a Credit/No Credit basis or taken on a Pass/No Pass basis for which a mark of Incomplete is assigned will be lapsed with a mark of NC or NP and will not be calculated into the grade point average.

Statement on Academic Conduct and Support Systems

Academic Conduct
Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards*https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct/.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* http://equity.usc.edu/ or to the *Department of Public Safety* http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* http://www.usc.edu/student-affairs/cwm/ provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

Support Systems
A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* http://dornsife.usc.edu/ali, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* http://emergency.usc.edu/will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

Course Calendar
Outlines for Chapters 1 & 2 submitted to Blackboard no later than Dec. 31.
Note matrix for all assigned articles, plus 10-15 individually identified articles on topic, submitted to Blackboard no later than Dec. 31.

All class meetings are on Tuesdays, 7pm-9:50pm.	**Overview** Since the group will generate course content collectively and individually, this is a very rough outline of course content.

Meeting #1
1/19
	Agenda:
	    Present Research Diagram, (Maxwell, 2013), explaining your proposal. (5 minutes).
	    The purpose of this assignment is to review your proposal plan for clarity and coherence.
	
	Peer Review of 1&2 Chapter Outlines
	
	References:
	Maxwell, J. A. (2013). *Qualitative research design: An interactive approach* (3rd ed.). Los Angeles: Sage.
	
	Assignments due 24 hours before class time on Blackboard:
	
	1. Research Diagram (Template in Blackboard).
	2. Chapter 1 & 2 Outlines (Templates in Blackboard).return Chapter 1 outline no later than 1/29, FRIDAY; return chapter 2 outline no later than 2/5, FRIDAY

1/26 and 2/2	Writing Workshops: 1. No class: meet with group members to work on Chapter 1 and 2 Drafts, per chapter outlines.
Meeting #2 **2/9**	Agenda: 1. Updates 2. Process for choosing your committee and chair 3. Peer review of chapter 1 Assignments: 10 additional articles for lit review/conceptual framework Chapter 1 – due; bring 2 paper copies or email to group *prior* to class ***********Submit Chapter 1 today********* return Chapter 1 no later than MONDAY 2/22

All class meetings are on Tuesdays, 7pm-9:50pm.	**Overview** Since the group will generate course content collectively and individually, this is a very rough outline of course content.
Meeting #3 2/23	Agenda: 1. Updates 2. Peer Review of Chapter 2 3. Introduce methods: Chapter 3 4. Create the Chapter 3 Outline in class Assignments: 1. Chapter 2 due 2. Bring Inquiry II paper to class as reference (digital or paper copy). ************Submit Chapter 2 today**************Return Chapter 2 no later than MONDAY 3/7**
3/1	Writing Workshop: No class: meet with group members to work on proposal. Individual meetings as needed.
Meeting #4 3/8	Agenda: 1. Updates on timeline 2. Peer review of Chapter 3 3. Revision plan for Chapters 1-3 Assignment: (due either immediately after class meeting or the following week) 1. Invite Committee Members w/Chair's approval prior to contacting them. 2. Tentatively schedule proposal date **************Submit Chapter 3 today*************Return Chapter 3 no later than 4/8 FRIDAY**
3/22 & 3/29	Individual Meetings with Chair as needed. • Send revised Chapters 1 & 2 to the **DSC by 3/29**.
Meeting #5 4/5	Agenda: 1. Review IRB submission process & CITI Training 2. Review proposal process 3. Review access to site, interview protocols, and data collection and analysis 4. Review writing findings: social science genre Assignments: 1. Chapters 1 & 2 due ***********Submit Final, revised Chapters 1 & 2 today***********

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Meeting 4/19	Agenda:
	3. Complete IRB application (without submission; ready to submit once pass the proposal)
	    1. Mock Proposal Defense – break into groups per Chair
	    2. Submit complete, "ready to defend" proposal today
	**********Submit Final Chapter 3 today **************
	grade by MAY 11, MONDAY

	IRB SUBMITTED BY April 26 for review by CHAIR Final submission no later than MAY 9.
Individual Appointments	Scheduled throughout the semester in person, by phone, or online.