USC Rossier
School of Education

Organizational Change and Leadership Ed.D. Program
EDUC 619: Framing Educational Leadership
Course Syllabus – Spring 2016

Deleted: **Fall 2015**

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INTRODUCTION
The mission of the USC Rossier School of Education is to improve learning in urban education locally, nationally, and globally.

The program and this course is a critical component of the USC Rossier School of Education mission to improve this mission. An important aspect of this mission is to apply Rossier's Guiding Principles by providing leadership to address instructional design and delivery issues so that all learners have access to learning in a variety of contexts and in which outcomes can be measured and accountable to appropriate stakeholders.

PURPOSE
The purpose of this course is to help you begin to identify and research problems of practice particularly pertinent in urban learning. Essential to solving such problems of practice is the fair and accurate identification and representation of these problems. The presentation of problems of practice requires the use of sound evidence-based research to justify and support the statement of the problem as well as provide a history and background of a problem. As you continue in the program, you will continue to reflect on these problems of practice, as well as identify potential causes and solutions to such problems. One of the problems of practice will also become the focus of your Dissertation in Practice.

This course is also designed to develop academic literacy skills that incorporate critical analysis in writing and speaking, the identification of and incorporation of different types of evidence to support assertions, and effective practices in presenting academic content. These academic literacy skills are essential in the program, and you will continue to develop and expand on these skills in assignments that are required in your coursework and as you write your dissertation.

In addition to focusing on academic literacy skills, we will begin to examine the four topic "streams" that run through the program. These streams do not correspond to any one course but are themes that are integrated into each course in the program. The four streams are: 1) organizational change, 2)leadership, 3)problem solving, and 4) reflection. Each of these themes

is important for bringing about positive change and is related to essential skills for individuals who wish to become change agents within their organizations and professional fields.

LEARNING OUTCOMES
By the completion of this course, you will be able to:

1. Articulate your professional identity and goals.
2. Identify current problems and challenges in their intended professional field, as well as the characteristics and skills needed to address these problems and challenges.
3. Create a clear and coherent Problem Statement Paper based on an identified problem of practice in your professional field.
4. Apply empirical research to the problem of practice being examined to develop an understanding of current conditions.
5. Articulate the value of evidence-based decision-making and differentiate between supported and unsupported assertions.
6. Interpret and evaluate the quality of evidence to support the identification and presentation of a problem of practice.
7. Identify and integrate valid and reliable evidence to support assertions about the problem of practice.
8. Apply APA formatting in the documentation and citation of evidence.
9. Demonstrate effective written and oral communication skills.

REQUIRED READING

Books

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Clark, R. E., & Estes, F. (2008). *Turning research into results: A guide to selecting the right performance solutions*. Charlotte, NC: Information Age Publishing, Inc.

Galvan, J. L. (2014). *Writing literature reviews* (6th ed.). Glendale, CA: Pyrczak Publishing.

Articles (Available on ARES)

Barley, M. (2012). Learning from reflective practice and metacognition—An anaesthetist's perspective. *Reflective Practice: International and Multidisciplinary Perspectives, 13*(2), 271–280. doi: 10.1080/14623943.2012.657792

Beer, M., Eisenstat, R. A., & Spector, B. (1990, November–December). Why change programs don't produce change. *Harvard Business Review, 68*(6), 158–166.

Beer, M., & Nohria, N. (2000, May–June). Cracking the code of change. *Harvard Business Review, 78*(3), 133–141.

Bolman, L. G., & Deal, T. E. (1994). Looking for leadership: Another search party's report. *Educational Administration Quarterly, 30*(1), 77–96.

Dembo, M., & Eaton, M. J. (2000). Self-regulation of academic learning in middle-level schools. *The Elementary School Journal, 100*(5), 473–490.

Drucker, P. F. (2004, June). What makes an effective executive. *Harvard Business Review, 82*(6), 25–33.

Duke, N. K., & Martin, N. M. (2011). Ten things every literacy educator should know about research. *The Reading Teacher*, *65*(1), 9–22. doi:10.1598/RT.65.1.2

Eisenbach, R., Watson, K., & Pillai, R. (1999). Transformational leadership in the context of organizational change. *Journal of Organizational Change Management, 12*(2) 80–89.

Fernandez, S., & Rainey, H. G. (2006). Managing successful organizational change in the public sector. *Public Administration Review, 66*(2), 168–176.

Ferry, N. M., & Ross-Gordon, J. M. (1998). An inquiry into Schon's epistemology of practice: Exploring links between experience and reflective practice. *Adult Education Quarterly, 48*(2), 98–112. doi: 10.1177/074171369804800205

Fullan, M. (2004, Winter). Leadership across the system. *Insight*, 14–17. Retrieved from http://www.michaelfullan.ca/media/13396061760.pdf

Ghaye, T. (2010). In what ways can reflective practices enhance human flourishing? *Reflective Practice: International and Multidisciplinary Perspectives, 11*(1), 1–7. doi:10.1080/14623940903525132

Jimenez y West, I., Gokalp, G., Pena, E., Fischer, L., & Gupton, J. (2011). Exploring effective support practices for doctoral students' degree completion. *College Student Journal, 45*(2), 310–323.

Kezar, A., & Eckel, P. D. (2002). The effect of institutional culture on change strategies in higher education. *The Journal of Higher Education, 73*(4), 435–460.

Kotter, J. P. (2007, January). Leading change: Why transformation efforts fail. *Harvard Business Review, 85*(1), 96–103.

Lavelle, E., & Bushrow, K. (2007). Writing approaches of graduate students. *Educational Psychology, 27*(6), 807–822. doi 10.1080/01443410701366001

Looman, M. D. (2003). Reflective leadership: Strategic planning for the heart and soul. *Consulting Psychology Journal: Practice and Research, 55*(4), 215–221. doi

10.1037/1061-4087.55.4.215

McGowan, P., & Miller, J. (2001, November). Management vs. leadership. *chool Administrator*, *58*(10), 32–34.

Meyerson, D. E. (2001, October). Radical change, the quiet way. *Harvard Business Review, 79*(9), 92–100.

Nelson, J. S., Range, L. M., & Ross, M. B. (2012). A checklist to guide graduate students' writing. *International Journal of Teaching and Learning in Higher Education, 24*(3), 376–382.

O'Neill, P. (2005). The ethics of problem definition. *Canadian Psychology/Psychologie canadienne, 46*(1), 13–20.

Ondrusek, A. L. (2012). What the research reveals about graduate students' writing skills: A literature review. *Journal of Education for Library and Information Science, 53*(3), 176–188.

Rodgers, C. (2002). Defining reflection: Another look at John Dewey and reflective thinking. *Teachers College Record, 104*(4), 842–866.

Sirkin, H. L., Keenan, P., & Jackson, A. (2005, October). *Harvard Business Review, 83*(10), 108–118.

Stengel, R. (2008, July 9). Mandela: His 8 lessons of leadership. *Time Magazine, 172*(3), 29–33.

Wergin, J. (2011). Rebooting the EdD. *Harvard Educational Review, 81*(1), 119–139.

Wilson, J. P. (2008). Reflecting-on-the-future: A chronological consideration of reflective practice. *Reflective Practice: International and Multidisciplinary Perspectives, 9*(2), 177–184. doi: 10.1080/14623940802005525

Handouts (Available on 2SC)

Distinguishing Credibility of Documents

What Is an Empirical Article?

Scholarly vs. Periodicals

Southwestern Illinois College. (n.d.). Success Center tips for summarizing, paraphrasing, and synthesizing. Retrieved from http://www.swic.edu/WorkArea/linkit.aspx? LinkIdentifier= id&ItemID=1814

CLASS TIME
Class time and/or contact hours weekly: The class meets once a week for two hours. Contact time will be met by a combination of online synchronous activities (live class meetings, live required office hours, guided student discussion) and online asynchronous learning (faculty and invited expert video lectures, moderated discussion forums, quizzes).

The course will be taught based on the flipped classroom design and a workshop mode. This design is based on research that clearly demonstrates that learning is enhanced when working actively as opposed to listening passively (as in a lecture). In order to make as much time as possible for active work in class, you will watch prerecorded lectures and interviews and complete some activities prior to class. You are expected to prepare for class by doing all the reading, watching all the videos, and completing all required tasks before you attend class.

OUT-OF-CLASS ASSIGNMENTS
The out-of-class workload for this course is approximately 7 hours per week. Out-of-class assignments include:

- Readings (approximately 3 hours weekly)
- Recorded lectures, videos, and quizzes (approximately 1 hour weekly)
- Written assignments (approximately 3 hours weekly)

COURSE GRADING
The final course grade will be computed from the assignments listed in table below. Late assignments will receive a 10% reduction in points per day past the due date.

Assignment	Total Points for Assignment Category	Weight (Percentage of Final Grade)	Unit Assignment Is Due
Quizzes (4)	40	10	3, 5, 8, 9
Problem Statement Paper 1	100	30	8
Problem Statement Paper 2	100	30	12
Reflection Papers (2; Immersion, Reflection/ Self-Regulation)	20	5	2c, 5
Weekly Activities (26)	52	15	1 - 11
Attendance and Participation Activities	10	10	12
Total	322	100%	

The final grade for this course will be awarded using the following point scale:

A 100–95%	B+ 89–86%	C+ 79–76 %	D+ 69–66%	F 59–0%
A– 94–90%	B 85–83%	C 75–73%	D 65–63%	
	B– 82–80%	C– 72–70%	D–62–-60%	

Late Assignments
Late assignments are not accepted, except in the case of serious personal emergencies. If serious circumstances arise that hinder you from meeting the deadline, you must contact the instructor by email BEFORE the deadline, in order to be given consideration.

ACADEMIC ACCOMMODATIONS
The University of Southern California is committed to full compliance with the Rehabilitation Act (Section 504) and the Americans with Disabilities Act (ADA). As part of the implementation of this law, the university will continue to provide reasonable accommodation for academically qualified candidates with disabilities so that they can participate fully in the university's educational programs and activities. Although USC is not required by law to change the "fundamental nature or essential curricular components of its programs in order to accommodate the needs of disabled candidates," the university will provide reasonable academic accommodation. It is the specific responsibility of the university administration and all faculty serving in a teaching capacity to ensure the university's compliance with this policy.

Any candidate 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. The email address is: ability@usc.edu. The website for DSP has additional information regarding accommodations and requests (www.usc.edu/disability).

Incompletes
An incomplete (IN) is given when work is not completed because of documented illness or some other emergency occurring after 80% of the course has been completed. Arrangements for the IN and its removal should be initiated by the student and agreed to by the instructor prior to the final exam. The University policy on Incompletes (IN) is as follows (from the USC Catalogue):

Conditions for Removing a Grade of Incomplete: If an incomplete 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 work remaining to be done when computing the final grade. A student may remove the IN by completing only the work not finished as a result of illness or emergency. Previously graded work may not be repeated for credit. It is not possible to remove an IN by reregistering 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 limit, the course is considered "lapsed" and 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.

DISTANCE LEARNING

This course is offered both online and on campus; the activities, expectations, and requirements are identical between the two versions. The online course is conducted through a combination of real-time and asynchronous modules, just as the on-campus version is conducted with some in-class and out-of-class sessions. About 70% of the course will occur asynchronously. All candidates will be required to complete assignments online, in the field, and independently along with completing related reading assignments. The time needed to complete all assignments fulfills course unit time requirements.

By this point in the program, candidates' level of technical competence should include basic knowledge of the Internet. They should have an account on at least one site that allows people to interact with one another (e.g., Facebook, MySpace, Skype, etc.). Basic tasks will include posting attachments, opening and posting discussion forums, and uploading assignments including video clips (the mechanics of this will be taught). As in past courses, candidates will need to be able to video record their interactions with candidates (which may be accomplished through the use of a portable micro video camera) and upload edited versions (time limited) of their work. In addition, to complete assignments and access course documents, candidates should have some familiarity with Microsoft Word, PowerPoint, Excel, and basic Internet surfing.

Candidates will have ongoing access to the instructor and fellow classmates throughout the course. Through the Course Wall, emails, course calendars, and forums, the instructor will maintain ongoing communication with candidates. These tools also provide candidates with a variety of ways to contact the instructor and share their ideas, comments, and questions through private and public means. In addition, candidates will be made aware of real-time opportunities to engage in discussions with the instructor and their fellow classmates. The Course Wall provides a place for the instructor to share new information and new postings. Due dates will automatically appear both on a student's home page and in his or her calendar.

Email and chat will be the primary forms of immediate communication with the instructor. Email will be checked on a daily basis during the weekdays and will be responded to within 48 hours. The course calendar provides candidates with assignment due dates and notification of scheduled office hours for all faculty members teaching this course. Candidates may attend office hours with any instructor; however, if a student has a specific question about assignments or coursework, it is preferable to attend office hours with your instructor of record.

The Forum provides candidates a place to post questions, comments, or concerns regarding readings and assignments at any time during the duration of the course. In addition to weekly class time sessions, the Forum is the primary location for candidates to communicate their learning with one another. It will be open at all times for postings and reactions.

All required materials will be prepared and posted prior to the start of the course, but an instructor may add additional optional material at any point. All links and attachments will be checked weekly for updates.

In the Event of Technical Difficulties
Candidates may submit assignments to the instructor via email by the posted due date. Remember to back up your work frequently, post papers on the learning management system (LMS) once completed, load files onto a power drive, and keep a hard copy of papers/projects.

Standards of Appropriate Online Behavior
The protocols defined by the USC Student Conduct Code must be upheld in all online classes. Candidates are not allowed to post inappropriate material or spam to the class, or use offensive language or online flaming. For more information, please visit: http://www.usc.edu/student-affairs/SJACS/

EMERGENCIES AND COURSE CONTINUITY
In case of emergency and travel to campus is difficult, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. Although this course uses the 2SC LMS for online support, an emergency site for the course is also available through Blackboard (blackboard.usc.edu). For additional information about maintaining classes in an emergency please access http://cst.usc.edu/services/emergencyprep.html.

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 of the 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.

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.
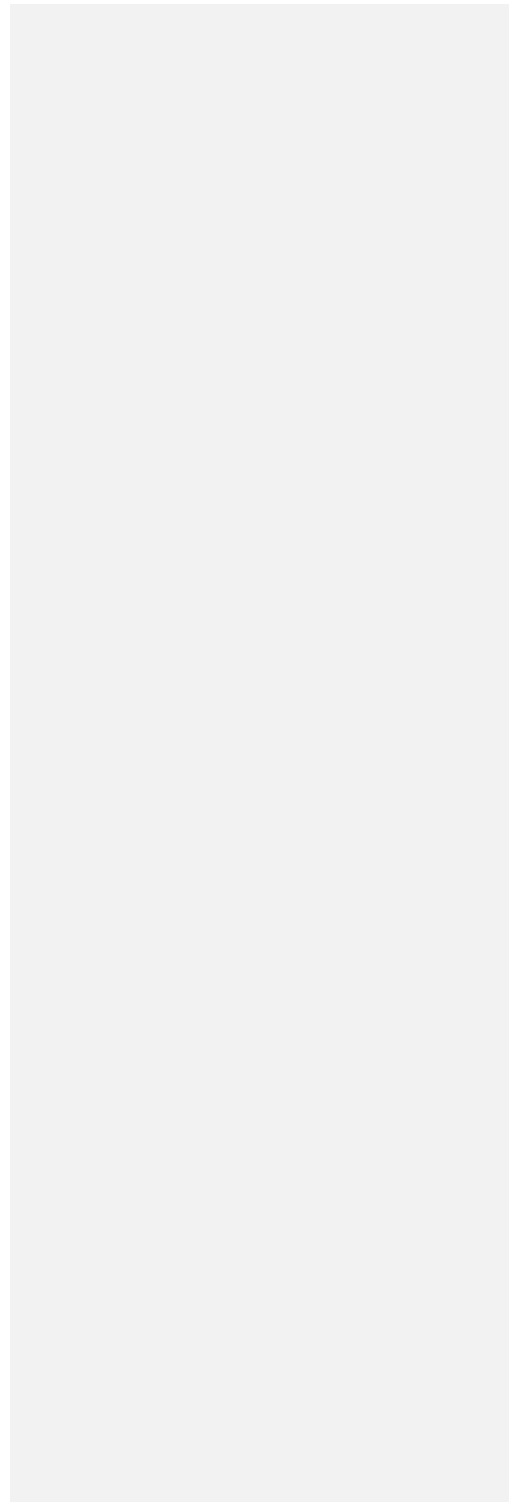
COURSE CALENDAR

Monday the Week of	Unit and Topic	Unit Activities (Complete in the order listed below.)	Assignments Due
1/11	Unit 1: Introduction to Framing	1. Complete the required reading: 　a. Wergin (2011) 2. Record your video introduction. 3. Review the posted video introductions of your classmates. 4. Complete Self-Assessment & All Modules in the Writing Tutorial – NB: This should take at least 5 hours. 5. Forum post (after live session)	Due by the beginning of the live session: ● Video introduction ● Complete self-assessment and all modules in the Writing Tutorial Due 48 hours after live session: ● Forum post with strategy for addressing challenge and review unwatched introductions
1/21-1/24	Unit 2a: Introduction to Problem Solving *(LA Immersion Weekend)*	1. Complete the required readings: 　a. Clark and Estes – Introduction and Chapter 1 　b. O'Neill (2005) 　c. Galvan – Chapters 1–2 2. View the unit video on problem solving. 3. Watch interviews with experts discussing problem solving. 4. Complete the weekly activity: 5. Forum post (after live session)	Due immediately after this unit: ● Forum post on reflections on content learned this unit.
1/21-1/24	Unit 2b: Interpreting Evidence *(LA Immersion Weekend)*	1. Complete the required readings: 　a. Galvan – Chapters 5–6 　b. Ondrusek (2012) 　c. Lavelle & Bushrow (2007) 　d. Jimenez y West, Gokalp, Pena, Fischer & Gupton (2011) 　e. Success Center Tips for Summarizing, Paraphrasing, and Synthesizing (Southwestern Illinois College) Handout 2. Complete the weekly activity: 　a. Note-taking matrix	Due by the beginning of the unit: ● Note-taking matrix for readings: b, c, & d.
1/21-1/24	Unit 2c: Identifying and Selecting Evidence *(LA Immersion*	1. Complete the required readings: 　a. Galvan – Chapters 3–4 　b. APA – Pages 9–11 and 15–16 　c. Duke & Martin (2011) 　d. Scholarly vs. Periodicals Handout 　e. Distinguishing Credibility of Documents Handout 　f. What Is an Empirical Article?	Due 72 hours after immersion weekend: 2- to 3-page reflection paper on immersion weekend Due by the end of the unit:

	Weekend)	Handout
		2. View the unit video on the use of evidence.
		3. Watch 1-hour Webinar: Show Me the Data: Finding Statistics & Data for Research & Policy: http://bit.ly/showdata
		4. Review the USC Education Library Guide and Distance Learning Guide:
		   a. http://libguides.usc.edu/education
		   b. http://libguides.usc.edu/distancelearning
		   c. View the following instructional videos available through the Education Library Guide at: http://libguides.usc.edu/content.php?pid =20343&sid=3497512:
		   d. Peer Review and Scholarly Publishing
		   e. Scholarly vs. Popular: Periodical Types
		   f. How to Evaluate a Source
			● Problem paragraph for Problem Statement Paper 1

2/1	Unit 3:
	
	Interpreting and Presenting Evidence
		1. Complete the required readings:
		   a. Galvan (2006) – Chapters 7–8
		   b. American Psychological Association (2009) – Chapters 6–7
		2. Complete the quiz.
		3. Complete the weekly activities:
		   a. Note-taking matrix-6-8 articles identified for Problem Paper 1
		   b. Create summary, paraphrase, and synthesis statement from readings and bring to class
			Due by 11:59 p.m. the night before the live session:
			
			● Quiz
			
			Due by the beginning of the live session:
			
			● Note-taking matrix

2/8	Unit 4:
	
	Presenting Evidence
		1. Complete the weekly activities:
		   a. Note-taking matrix-6-8 articles identified for Problem Paper 1
		   b. Create summary, paraphrase, and synthesis statement from readings and bring to class
		   c. Topic sentence outline for Problem Statement Paper 1
			Due by the beginning of the live session:
			
			● Note-taking matrix

2/22	Unit 5:
	
	Reflective Practice and Self-Regulation
		1. Complete the required readings:
		   a. Rodgers (2002)
		   b. Ferry & Ross-Gordon (1998)
		   c. Ghaye (2010)
		   d. Wilson (2008)
		   e. Barley (2012)
		   f. Dembo & Eaton (2000)
		2. View interviews with experts who
			Due by 11:59 p.m. the night before the live session:
			
			● Quiz
			
			Due by the beginning of the

		discuss their reflective practices.
		3. View the recorded lecture on self-regulation.
		4. Complete the quiz.
		5. Complete online self-regulation assessment.
		6. Complete the weekly activities:
		  a. Note-taking matrix
		  b. Synthesis statement
			live session:
			
			● Outline for Problem Statement Paper 1
			● Note-taking matrix
			● Synthesis statement
			
			Due 48 hours after the live session:
			
			● 2- to 3-page reflection of reflective and self-regulatory practices

2/29	Unit 6:
	
	Writing Workshop 1
		1. Complete the required readings:
		  a. American Psychological Association (2009) – Chapters 3–4
		  b. Galvan (2006) – Chapters 9–11
		2. Have ready some part of your Problem Statement Paper 1 to share with a classmate (e.g., an outline, a paragraph or two from part of the paper, etc.).
		3. Have a list of any questions or challenges to share with peers and your instructor to assist with the completion of Problem Statement Paper 1 (bring with you to class).
		4. Complete the weekly activities:
		  a. Note-taking matrix: 6-8 articles identified for Problem Paper 2
		  b. Forum post (after live session)
			Due by the beginning of the live session:
			
			● Problem paragraph for Problem Statement Paper 2
			● Note-taking matrix
			
			Due 48 hours after the live session:
			
			● Forum post on challenges in writing

3/7
 	
[You have the week of 3/14 off for Spring Break]
	Unit 7:
	
	Reviewing and Revising in Academic Writing 1
		1. Complete the required readings:
		  a. Galvan (2006) – Chapters 12 and 14
		  b. Nelson, Range & Ross (2012)
		2. Submit a complete draft of your Problem Statement Paper 1 (due by the beginning of class time).
		3. Complete the weekly activity:
		  a. Forum post (after meeting with peer to provide feedback)
		
		Meet with a peer to exchange feedback on Problem Paper draft during scheduled live session. Instructor will hold additional office hours to meet individually with students
			Due by the beginning of the live session:
			
			● Draft of Problem Statement Paper 1
			
			Due 48 hours after the live session:
			
			● Forum post on reflections of the peer feedback process

3/21
 	
[You have the week of 3/28 off]
	Unit 8:
	
	Introduction to Organizational Change
		1. Submit final Problem Statement Paper 1.
		2. Complete the required readings:
		  a. Fullan (2004)
		  b. Meyerson (2001)
		  c. Kotter (2007)
		  d. Beer & Nohria (2000)
		  e. Sirkin, Keenan & Jackson (2005)
		  f. Beer, Eisenstat & Spector (1990)
		  g. Kezar & Eckel (2002)
			Due by the beginning of the live session:
			
			● Note-taking matrix
			● Synthesis statement
			Problem Statement Paper 1 due Sunday at the end of the week on 3/27 at 11:59 pm PST.

		h. Fernandez & Rainey (2006)
		3. Watch interviews of experts who discuss organizational change.
		4. Complete the quiz.
		5. Weekly activities:
		   a. Note-taking matrix-on assigned readings
		   b. Synthesis statement	

4/4	Unit 9:
	
	Introduction to Leadership
		1. Complete the required readings:
		   a. Eisenbach, Watson & Pillai (1999)
		   b. Bolman & Deal (1994)
		   c. McGowan & Miller (2001)
		   d. Stengel (2008)
		   e. Drucker (2004)
		2. Watch video of experts who define effective leadership.
		3. Complete the quiz.
		4. Complete the weekly activities:
		   a. Revised topic sentence outline for Problem Statement Paper 2
		   b. Note-taking matrixon assigned readings and 4-6 identified articles for Problem Paper 2
		   c. Synthesis statement
			Due by the beginning of the live session:
			
			● Note-taking matrix
			● Synthesis statement

4/11	Unit 10:
	
	Writing Workshop 2
		1. Review the previously required readings:
		   a. American Psychological Association (2009) – Chapters 3–4
		   b. Galvan (2006) – Chapters 9–11
		2. Have ready some part of your Problem Statement Paper 2 to share with a classmate (e.g., an outline; a paragraph or two from part of the paper, etc.).
		3. Have a list of any questions or challenges to share with peers and your instructor to assist with the completion of Problem Statement Paper 2 (bring with you to class).
			Due by the beginning of the live session:
			
			● Note-taking matrix
			● Outline for Problem Statement Paper 2

4/18	Unit 11:
	
	Reviewing and Revising in Academic Writing 2
		1. Review the previous required readings:
		   a. Galvan (2006) – Chapters 12 and 14
		   b. Nelson, Range, & Ross (2012)
		2. Submit a complete draft of your Problem Statement Paper 2 (due by the beginning of class).
		3. Complete the weekly activity:
		   a. Forum post (after meeting with peer to provide feedback)
		
		Meet with a peer to exchange feedback on Problem Paper draft during scheduled live session. Instructor will hold additional office
			Due by the beginning of the live session:
			
			● Draft of Problem Statement Paper 2
			
			Due 48 hours after the live session:
			
			● Forum post on your reflection on your writing progress this

		hours to meet individually with students	semester
4/25	Unit 12: Course Wrap-Up	1. Turn in your final draft of Problem Statement Paper 2 (due by the end of the week 12/13 at 11:59 pm PST). 2. Watch: Dissertation in Practice Models lecture: https://s3.amazonaws.com/edd-ocl/dissertation-models/story.html 3. Read sample Dissertation Chapters 1 & 2. 4. Complete both the summative self-assessment and dissertation topic and model questionnaire. Your instructor will provide the link on the course wall.	Due by the beginning of the live session: ● Read Weinman (2014) Chapter 1 & 2. ● Watch recorded lecture: https://s3.amazonaws.com/edd-ocl/dissertation-models/story.html Due by the end of the week 5/1 at 11:59 pm PST: ● Problem Statement Paper 2

COURSE ASSIGNMENTS

Problem Statement Papers
The major assignments for this course are two Problem Statement Papers, where you will identify common problems of practice in your organization or professional field. One problem of practice will become the foundation of your Dissertation in Practice. In subsequent courses, you will expand and build upon the Problem Statement Paper from this class, and apply content from the courses that will help you analyze the problem. While we will not be creating solutions to these problems in this course, other courses in the program will focus on the implementation of course content to address potential causes and solutions. In addition, this paper allows you to practice the critical-thinking and academic-writing skills you will continue to develop in throughout the program. This paper should be a ***maximum of 5 pages of content.***

In order to help make this assignment more manageable and to provide you with feedback on the paper prior to the final draft, several smaller assignments (included as Weekly Activities) that contribute to the final Problem Statement are required.

> **Problem Paragraph –** One paragraph using the provided sentence prompts to state and frame the problem of practice that will be the focus of the paper. This assignment will count as a Weekly Activity.
>
> **Outline** – Prior to completing your final paper, you will complete a topic sentence outline to help you organize your writing. You will exchange the topic sentence outline for peer review and then turn in a revised outline for feedback to your instructor. This assignment will count as a Weekly Activity.
>
> **Problem Statement Paper Draft** – A complete draft of the paper is due prior to the final draft. During a live session, you will engage in peer review for feedback and your instructor will also provide feedback on the draft.

A downloadable template, sample papers, and grading rubric for the Problem Statement Papers will be available on the 2SC website. The organization of the paper should be as follows:

> **Introduction of the Problem** (1 paragraph)
> In every field, there are a number of common problems of practice. These problems are related to, but go beyond, specific organizational or contextual problems. For instance, achievements in STEM fields or retention of students are of importance in many different educational contexts and are related to more specific problems experience by different organizations. For this paper, you will focus on a general problem of practice in education or learning.
>
> In this section, _clearly_ and _succinctly_ state the problem of practice you have chosen as the focus of the paper by placing the text from the problem statement paragraph assignment into this section. Make sure that you have incorporated credible evidence that supports your statement that this is indeed a problem of practice.

Review of Relevant Research (3–4 pages)
Now that you have stated the problem, give the reader a bit of background into this problem. In a literature review paper or a dissertation, this section is extensive. However, for this paper, you want to give an abbreviated overview of relevant aspects of the problem of practice. Think about important highlights of the problem of practice and use synthesis topic statements to begin each paragraph. Then support with summaries and paraphrases from key resources as support for the topic sentences.

In this section, *briefly* review the literature related to your problem of practice. What is the history of the problem? What has been done in the past to solve the problem? Cite previous research and be sure to include disagreements and discrepancies in the extant literature.

Importance of the Problem (1 paragraph)
Solving educational problems has different implications for practice. There are also varying levels of importance for solving problems, and addressing common problems of practice usually affects other problems as well.

In this section, explain why it is important to solve this problem. Think about and articulate the specific ways in which solving this problem might affect practice. (Think about its impact on a particular population, on the community, on society, and/or on the academic field.) Use citations and the research literature to support the need to solve this problem. What are the consequences of *not* solving this problem?

NB: You have our permission to use any part of either of your Problem Statement Papers for future dissertation related course assignments and dissertation chapters. In the case that you use a portion or all of your Problem Statement paper for a future dissertation-related course assignment, then you need to also get the written permission from that course instructor in addition to your Framing instructor's blanket permission.

Weekly Activities
There are a number of class activities that you will be asked to complete each week either before or after the live session. The purpose of these activities is to help you engage in more thoughtful reflection about topics, serve as interim tasks for other course assignments, and/or provide practice for key skills. The class activities primarily consist of forum posts relating to the unit content, synthesis statements and a note-taking matrix related to the readings for the week or literature for your Problem Statement Papers, or key activities to help scaffold the completion of the Problem Statement Paper (e.g., the problem paragraph, topic sentence outlines, etc.). Below is a description of the weekly assignments:

Forum Posts – In selected units, questions related to the unit topic will be posted, and you are to respond to the prompt. You are encouraged to read through and respond to your peers, although it is not required.

Note-Taking Matrix – A template for the matrix is provided for you on the 2SC website. You will complete the sections for either the required reading for the week or for references you are including in your Problem Statement Paper. If you prefer, you may

keep your matrix on a file-sharing site and submit the URL as the submission, rather than submitting a matrix each week.

Problem Paragraph – Prior to beginning your papers, your problem focus must be approved by your instructor. In order to help you present your problem focus in an efficient and clear manner, complete the sentence prompts below. Your completed paragraph will help to frame your problem for your instructor for approval and to guide your search for sources for your paper. The sentence prompts you should complete are:

The educational problem being addressed in this paper is…. This is a problem because [insert evidence and sources here]…. This problem is important to address because….

Synthesis Statements – Synthesis statements are one-sentence statements for which you could use multiple (but not necessarily all) readings from the unit as evidence for support. When required as a Weekly Activity, you will submit a one-sentence synthesis statement based on the readings for the week.

Topic Sentence Outlines – In order to help you organize your ideas, you will create a topic sentence outline of synthesis statements prior to completing the draft of your paper. The topic sentence outline is a list of synthesis statements that will appear at the beginning of each paragraph in the body of the paper. These statements will then be supported with evidence from the literature. For this Weekly Activity, you will only need to submit the topic sentences.

Weekly Activities	Total in Course	Due in Units
Note-taking matrix	8	2b, 3, 4, 5, 6, 8, 9, 10
Synthesis statements	3	5, 8, 9
Forum posts	5	1, 2a, 6, 7, 11
Problem paragraphs	2	2c, 6
Outlines	2	5, 10
Draft of problem statement papers	2	7, 11
Self Reflection assessment	1	5
TOTAL	26	

Quizzes

For selected units, there will be an open-note, open-book, multiple-choice quiz included as a pre-class activity. Quizzes are graded and untimed. The quiz will automatically close by 11:59 p.m. PT the day prior to your live session. You may take the quiz only once.

Class Participation and Attendance

Discussions will occur at every class meeting or online. Although technical and connectivity issues do occur, online students must make every effort to engage in discussion through the 2SC site for video participation (not just via teleconference). Online students who do not participate in the full online class time (via video and teleconference) may be given only partial credit for

participation in that discussion session. Both online and on-campus students are expected to actively participate in class discussions by asking questions and contributing to the discussion. Students are allowed one excused absence. Excused absences are approved at the discretion of the professor and only if the request is made in advance or, in the event that the candidate has an emergency, that the request is made as soon as possible after the missed class. Consult your professor for the process for making up an excused absence.

The following rubric provides a guide as to how **course participation** will be assessed.

Active Participation	*Moderate Participation*	*Low Participation*
Exhibits evidence of having completed all assignments and activities according to guidelines that were assigned	Attempts to participate and has completed most assignments and activities	Exhibits lack of preparation and noncompletion of required assignments
Initiates discussion and supports points using page-specific references to readings or other materials	Supports points during discussion but uses general references to readings and other materials	Rarely initiates discussion and is not able to reference required readings or other materials
Furthers the discussion and builds on the ideas of others; comments and questions reflect having thought deeply about the material	Furthers the discussion and builds on the ideas of others; general or limited references to course materials	Comments do not further the discussion and do not exhibit careful reflection on the material

Students enrolled in this course are required to read *all* current assignments and complete all other exercises and projects required for each lesson BEFORE each class meeting where the lesson will be discussed. Please see the course-grading rubric above for course participation assessment. If it is necessary to be absent from class because of serious illness or an emergency, you are responsible to master *all* information presented during your absence. Students are expected to collaborate with their peers to ensure that they have the information covered during the sessions they missed. Students who are consistently late or leave early will only be assigned partial attendance credit for that day. If you are absent for more than 25% of the scheduled class meetings, you must repeat the entire course.