DPLS 730 Proposal Seminar

Fall 2011 3 Credits

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**Office hours:** Please e-mail for an appointment

**Class Dates:**

**Class times:** 7 sessions as a whole class. We will meet on Saturday 8-12 noon on the following dates: 9/10; 9/24; 10/1; 10/29; 11/5; 11/19; 12/3 and at least 1 appointment individually with me (more, if desired). We will NOT meet 10/15.

**Office hours by appointment:** mazzei@gonzaga.edu

**Course Overview**

The primary objective and purpose of this course is to help stimulate and/or add richness to your doctoral research plan and design, your proposal, and your practice of scholarship. The dissertation process can be transformative and life changing. It can consolidate and integrate years of knowledge and effort toward understanding, clarity, and critical thought. It is my hope that this process of Proposal Seminar will help do all these things.

This seminar will include dialogue and discussion on the topics of scholarly writing, research design, and the purposes and intentions of doing research. We will spend a fair bit of time learning about each others' work and helping each other see elements of the work from a different perspective. The primary component of this course is the development of rigorous, systematic writing skills and a rich understanding of the research process.

Each participant will read and critique the work of one other class member. Each partnership will last for the semester. Drafts and critiques/comments will be posted on the Blackboard site in the discussion area under the name of the author whose work is being read.

**Course Hopes and Aims**

- To explore the literature on writing dissertations and conducting scholarly research
- To develop a sound foundation in the basic vocabulary and concepts dissertation research
- To understand and apply selected models and tools from the literature and topics discussed to ones' own work
- To understand and apply knowledge of conceptual frameworks in the research design
- To appreciate ones' own work with deep reverence and awe; to appreciate colleague's work in the same way
- To stimulate and stretch our thinking around how we make meaning and how we and others write for scholarly purposes
- To help develop, nurture, & promote confidence, clarity, and calm through the entire dissertation process.
Texts for the Course
Gonzaga Doctoral Studies, *But I've Never Written a Dissertation Before - The Blue Book* (on the web or see Marnie)

Other readings will be made available on Blackboard and assigned on the meeting day prior to the meeting where the reading will be discussed.

Grading Criteria for Written Work

Content Criteria:
The content of DPLS written work should reflect the level and style of content of the literature you read and use to develop your thinking. There is an expectation that doctoral students will reach outside of their comfort zone in terms of appropriation of ideas, concepts, and frameworks. The substance of your work will be weighed against the general level of discourse in class meetings and the style and density of expression of the literature you use in preparing your proposal.

Thought and Expression Criteria
Student writing should raise vital questions or issues, formulating them clearly and precisely. I will be looking for evidence of breadth and depth and the insightful, in-depth analysis of complex ideas. Main points should be developed and supported with relevant information and references that are appropriately incorporated.

The organization and logic of your writing is critical. The expectation is for well focused, well organized, and well reasoned conclusions. The writing should flow with the reader not getting lost or having to work to determine what you are saying.

There is also an expectation that your writing/thinking has an open and inclusive character when exploring alternative systems of thought, recognizing and assessing, as appropriate, their assumptions, implications, and/or practical consequences.

Technical Criteria
Your writing should be clear and demonstrate a high level of vocabulary through careful word choice. Sentences should be constructed skillfully and purposefully. Transitions between paragraphs and sections are important and will be evaluated for their efficacy in weaving your concepts, themes, and purposes together. Summaries and conclusions are also vital elements of good writing and will be evaluated based on their appropriateness and effectiveness.

Of course grammar, punctuation, and spelling are expected to be flawless. Careful proof reading of your paper is a basic expectation.
All work is to be completed in APA style. References should be cited properly within the text and a complete reference list must be provided. Please use the DPLS Dissertation Template.

**Point/Grade correspondence:**
- 95-100% = A
- 90-94.99% = A-
- 85-90% = B
- 80-84.99% = B-

**Tangible outcomes by the end of the course:**
- 1. A draft of chapters 1, 2, and 3 of the dissertation
- 2. A 5 minute (or shorter) ‘elevator’ speech describing your dissertation project
- 3. A PowerPoint presentation of your dissertation research plan including a graphic describing your conceptual framework.
- 4. A sense of confidence and competence regarding the proposal process

**Course Schedule (Subject to Modifications)**

| First Meeting | • a. Introduction to course  
| • b. Overview of research process  
| • c. Basics of scholarly writing  
| • d. Discuss Chapter 1 of the dissertation | Reading assignments:  
| Read pp. iii - 45 in the Blue Book before our First Meeting  
| Read Chapters 1 & 2 in Locke, Spirduso, & Silverman before our first meeting  
| Due: First three pages of chapters 1, 2, & 3 |
| Second Meeting | • a. Writing skills/dialogue  
| • b. Literature review & theoretical framework  
| • c. Discuss critique of Chapters 1 & begin discussion of Chapter 2 | Reading assignments:  
| Finish reading the Blue Book  
| Read Chapters 3 & 4 in Locke, Spirduso, & Silverman  
| Due: First draft of chapter 1 |
| Third Meeting | • a. Writing skills/dialogue  
| • b. discuss Chapter 2/3 of the dissertation | Reading assignments;  
| Read Chapter 5 in Locke, Spirduso, & Silverman  
| Due: Revised, pages of Chapters 1, 2, & 3  
| 1st Draft of chapter 2 |
| Fourth Meeting | • a. Writing skills/dialogue  
| • b. Foley Tools  
| • c. Logic of the Dissertation | Reading assignments:  
| Finishing reading Becker by this meeting.  
| Due: Revised, draft of chapter 1 |
| Fifth Meeting | • a. Writing skills/dialogue  
| • b. Methodology  
| • c. Proposal Defense (Part One) | Reading assignments:  
<p>| Read Proposals 1, 2, &amp; 3 pp. 223-309 in Locke, Spirduso, &amp; Silverman |</p>
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| Sixth Meeting | • a. Writing Skills/dialogue  
              • b. Proposal Defense Review (Part Two)  
              • c. Guest speaker                  | Due: Revised Drafts of Chapter 1 & 2               |
| Seventh Meeting | • a. Presentation of Elevator Speech & Power Point  
              • b. Class Debrief of each presentation  
              • c. Celebration of work well done      | Due: Revised Chapters 1,2,& 3                   |