DPLS 728 Scholarship & Dissertation Framework

Spring 2012  3 Credits  
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Office hours: e-mail for appointment 
Thursday: 8 a.m.- 12 a.m. 
Room: Tilford 405 
Dates: Jan 14, 28, Feb 11, 25, Mar 10, 24, 31, Apr 14

COURSE OBJECTIVES
This course is designed to assist students to conceptualize the themes and primary focuses of their dissertations; and to provide a structure for searching supporting literature and writing the Literature Review (Chapter II) of the Dissertation. Prior to starting the course, each student is expected to have identified a general topic for the dissertation and to be familiar with the relevant literature pertinent to the topic. By the end of the term, students are encouraged to complete their drafts of the literature review. Minimally, each student will have completed the essential components and an outline for the remaining components of the literature review, in addition to having the relevant research purpose and potential research questions for Chapter I and III. Since students enrolled in this course are at various places in the literature review process, each student's course specific objectives will be identified in a student contract. For students planning to use the product of DPLS 728 as the petition for DPLS 730, Proposal Seminar, will need to check with their academic advisor or dissertation chair as to what their advisor/chair requires. Usually the minimum, entering DPLS 730, is about 5 pages of Chapter I, between 20 and 30 pages of Chapter II, and about 5 pages of Chapter III.

LEARNING ACTIVITIES
The course is an extended workshop, collaborative discussion, and inquiry into the literature review. The core content involves discussions and readings in how best to present sensible, coherent, and reasonable presentation of your conceptual framework. We will also engage in a mini-writing workshop, RefWorks training, and an ongoing dialogue around reading literature critically and relating this critical read to your conceptual framework and study purpose. This class will be conducted in whole group, small group, e-mail, and individual conferencing format. Depending on the size of the class we may divide into small groups to discuss ideas, engage in peer review, etc.

• Summary analysis of each chapter of Hart's book. These "reading notes" will be posted to Blackboard in your group's space prior to each class. Reading your group's and other groups' analysis will help you access a deeper understanding of the book. 
• Peer review of work to date. This process is at the heart of this course and is vital to your successful work on the literature review.
COURSE REQUIREMENTS
You will be expected to:
1. Create a personalized contract for the course and complete it.
2. Participate in required course meetings and fulfill all course assignments.
3. Describe the role and function of the literature review in research.
4. Describe the role and function of the conceptual framework in research.
5. Identify and locate the research needed for your study's purpose (use of advanced library skills).
6. Develop an appropriate structure for organizing your literature review.
7. Demonstrate an appropriate academic style of writing.
8. Create a reference list based on your database.
   (Either EndNote if you are already using it or RefWorks are strongly recommended. You can find the group code for off-campus login to RefWorks as part of a Blackboard document that also includes special instructions for the use of page numbers as part of in text citations). If you need help with RefWorks please contact Foley at (509) 323-5931. On campus login to RefWorks (see link on left of Foley home page, bookmark the link); RefWorks. Off campus, https://refworks.com/RWSingle/login.asp?WNCLang=falseand (disregard the security warning) enter the group code. Everyone starts by creating an account. See the program wiki for additional information about using RefWorks.
9. Format your literature review using APA-6 and the Department guidelines (Use of the dissertation template is required).
10. Identify personal habits and emotions that accompany the writing process.

TEXTS FOR THE COURSE


Available online DPLS website
ASSESSMENT AND GRADING
Grading for this course will be satisfactory or unsatisfactory. As is true in all doctoral work, it is expected that your work will reflect the highest quality in both goals sought and means used to achieve those ends.

CLASS SESSIONS
Prior to the First Session
1. Study purpose-Post to Blackboard in the Discussion area under the “Purpose” Forum a statement on your dissertation topic that begins: “The purpose of my study is to...” (your posting should be a new thread-revisions will be a reply to your posting. Comments on the topics of others will be replies to their posting)
2. A dissertation model-Locate at least one dissertation that could serve as a model for your dissertation. Ideally and preferably, it will have to do with your dissertation topic. Begin with the Doctoral Program List of Dissertation Titles (link from the Doctoral Home Page. Search for dissertations at other universities using the link from the Doctoral Program Dissertation Titles page). Post to Blackboard (body of message) using correct APA format for dissertations. (You may not be able to use a hanging indent or italics).
4. Pre-class reading assignment-Hart (1998, pp. 1-25, Chapters 1)
6. Pre-class reading assignment-Anfara & Mertz, 2006, pp xiii-xxix (Available on Blackboard in the Content area and on reserve at Foley). This is the Introduction to the book. We will also revisit this article later in the semester.

Class Sessions:

Session 1: Introduction, Purpose Statements, Blue Book, & Learning contract
- Introduction to course requirements, course contracts, and review of literature of others.
- Be prepared to make a 5-minutes or less presentation on your topic and where you are in your literature review.
- Be prepared to discuss and initiate your learning contract.

The Learning Contract consists of:
1. Your learning goals for the course: (What do you want to accomplish?).
2. A list of the steps you think are necessary to reach your goals and an initial timeline for completion of each step.
3. Identification of any changes in the structure of your life necessary to implement this plan.
4. Identification of support you would like to receive from:
   a) Course instructor
   b) Fellow classmates
   c) Advisor

Your goals on the contract should either include the following items (including preparation for the entry requirements to ProSem) or alternative items that would be more useful to you.
1. Identification of one or two dissertations that might serve as models for your dissertation.
2. A minimum of three pages of Chapter I, including the purpose of your study, research questions, and your interest in the topic.
3. A minimum of ten pages of Chapter II, literature review in correct format, with a table of contents.
4. Reference list covering all of the items included in the ten pages
5. Outline of the other topics that are needed for Chapter II.
6. A minimum of three pages that describe your methodology (Chapter III)
7. Demonstration of the dissertation template, with special attention to tables of contents, tables of tables, tables of figures, and use of headers. Template can be downloaded from Information for Current Students; Dissertation Templates . . .
8. Discussion of the Blue, Red, and White books (available online from the DPLS website).
9. Review of what should be in your Chapter I and the relationship of the purpose statement, the research questions, and the literature review.

Session 2: Purpose Statements and Research Questions, Introduction to Chapter II,
Pre-session Assignments:
- a) Post contract to blackboard.
- b) Revise purpose statement, bring three copies to class and post to blackboard as a REPLY to your original postings.
c) Download the template, remove the front pages (Copyright, Dedication, etc.) but keep the title page and the table of contents, insert your purpose statement in Chapter I using the Copy and the Paste Special, unformatted text command. Post document with your purpose statement to Blackboard as an attachment.
d) Consider how you will build a support system for yourself, possibility of a buddy, joining a listserv, etc.
e) Read Hart Chapter 2 and do Group Post (see Blackboard).
g) Read Perrin (2010) & Red Book (DPLS modifications to APA)
h) Identify model dissertations and be prepared to bring one to the next class
i) Reread Blue Book, pp. 1-7, 18-46, 79
j) Optional:
http://www.gwu.edu/~litrev/ This web site is designed to teach you how to use research literature from the social sciences in a scholarly and professional manner. Some material out of date. Includes information on:
(a) Searching for Research Literature,
(b) Assessing Individual Research Reports, and
(c) Integrating Multiple Studies On A Given Topic.

Probable Schedule for Session 2:
1. Review of learning contracts.
2. Update dissertation topics. Where are you in defining/refining your topic?
3. How far have you moved from last session?
5. Discussion of Chapter I, what is required for the petition for 730.
6. Bring at least one dissertation to class; be prepared to share and discuss.
7. Pay close attention to the correct format for references: the hanging indent, though all the examples in the APA manual use a regular paragraph indent.
   • Take a look at: http://www.apastyle.org/learn/faqs/index.aspx for information on using APA-6;
8. Expanded discussion of the contents of Chapter II.

Session 3: Short Review of Purpose Statements and difference between purpose and research goal.
Pre-session Assignments:
Read and Post reading notes on Blackboard:
• Read Hart Chapters 3 & 4
• Read Rudestam and Newton (2001), pp. 197-222
• Read Becker (1986) ALL,
• Read Pellegrino (1989) especially "Substitutes for Said."
• Re-read What is a Scholarly Paper? (on Blackboard)
Probable Schedule
This class will be devoted to peer review of work and an extended workshop on reviewing and rewriting narratives. Please bring a sample of your scholarly writing for peer-review and critique.

Session 4: Advanced Library Research, Use of Data Bases, Library Resources for Doctoral Students, Introduction to RefWorks. Foley Instructional Lab

Session 5: Writing at Least 3 Pages of Chapter II, Identifying the Other Parts of Chapter II.

Pre-session Assignments:
- Read Hart (1998) Chapters 5 & 6 and post reading notes on Blackboard.
- Identify at least seven empirical studies relevant to your dissertation.
- Write at least 3 pages (but not more than 6 pages) of Chapter II based on these empirical studies and incorporate into your Proposal. These do not need to be the first pages of Chapter II.
- Add the empirical studies to your References using correct APA format.
- Print out only the pages of Chapter II with the discussion of the empirical studies and not more than 2 pages of your References. Bring 3 hard copies to class.
- Identify the main sections of your literature review (relate to your research questions) and bring e copies to class.
- Continue to revise and focus your purpose statement and your research question.
- Prior to class, visit with a reference librarian.

Probable Schedule
1. Discussion of writing up Chapter II. Thinking about a narrative for the Literature Review. Be prepared to report on purpose, research questions, and main sections of literature review. Summarize what you learned from the empirical studies into at two or three statements and be prepared to share.
2. Discussion of the implications of the session on writing. Issues of narrative.
3. Peer editing of the pages of Chapter II dealing with the empirical studies and the References.
5. Overview of Conceptual Framework.

Session 6: Starting/expanding Chapter II and Identifying an Appropriate Conceptual Framework

Pre-session Assignments:
- Read Crotty’s The foundations of Social Research. Do not get lost in details, check out Power Point presentationby Lindsay R. Calhoun posted to Scribd.com http://www.scribd.com/doc/269562/The-Foundations-of-Social-Research-Ch-1 Ch 2 Ch 3 Ch 4 Ch 5 Ch 6 Ch 7 Ch 8
- If you are going to use RefWorks or Endnote, make sure you have at least two books and two journal articles in your database. In class we will go over getting page numbers into the text.
- Identify a possible conceptual framework after reading Anfara & Mertz, 2006, pp xiii-xxix (Available as a Blackboard Course Document). This is the Introduction to the book.
It may be useful to identify a conceptual framework from an existing study, likely a dissertation. Be prepared to report on a possible conceptual framework for your study.

d) Draft one or two pages of a conceptual framework and add to your draft. Relate to Crotty’s materials. Print out and bring 3 copies to class.

The terms conceptual frameworks and theoretical frameworks are often use to describe the same thing. There is not agreement on what they are, how to prepare them, or where they fit in a dissertation. Flexibility is needed!


• identifies the relevant concepts and theoretical perspectives.
• makes explicit the proposed linkages between concepts (e.g., correlational, causal) and justifies those proposed linkages using knowledge from prior research or practice.
• shows the connection between the research question and data.

Dissertation Guidelines, Oregon Health and Science University, School of Nursing (2004) identified a review of the literature and a conceptual/theoretical framework as parts of Chapter II. (from http://www.ohsu.edu/son/policyandprocedures/policy/20-04.11d.pdf

Review of the Literature
This section should begin with an introduction that outlines what literature is going to be reviewed. A comprehensive review and critical analysis of the pertinent literature, including recent as well as classic works, should be included. The primary research relevant to the study should be critiqued. The review of literature should build a logical framework for the research, justify the study by conceptualizing gaps in the literature, and demonstrate how the study will contribute to knowledge development. A summary which briefly synthesizes the review should complete this section.

Conceptual/Theoretical Framework
This portion of the dissertation provides the conceptual link between the problem, the literature, and the methods selected. A conceptual framework may be an elaborate statement of the relationship between several concepts and/or theories, or more simply, a statement of the relationships between the known facts and concepts surrounding the problem area. When appropriate, a drawing of the model is included, showing the relationships between concepts or variables to be studied. This section ends with the statement of the assumptions of the study, the hypotheses to be tested or research questions to be addressed, and perhaps the operational definitions of the variables or terms to be used in the study.

Remember to read and refer to Anfara & Mertz (2006) pp xiii-xxix (Available as a Blackboard Course Document and on reserve at Foley) RECOMMENDED, the entire book

Probable Schedule
• Discussion of Conceptual Frameworks based on the readings.
• Discussion of the examples
• Peer review and discussion of work to date


Pre-session Assignments:
2. In-class editing of pages of Chapter II
3. Discussion of Conceptual Frameworks based on the readings and examples from the class.
4. Demonstration of the use of page numbers in text using RefWorks
5. Introduction to the contents of Chapter III

Blackboard assignment. Post to blackboard at least 10 pages of Chapter II.
- Expand Chapter II to about 20 pages. Pay close attention to transitions and narrative. Check against your research questions. Post to Blackboard. Print out only the new pages and bring 3 copies to class.
- If you have not done so already, expand your conceptual framework to about 4 pages.
- Print out and bring to class 3-4 pages (only) of your References

Probable Schedule
- In-class review & editing of ProSem petitions
- Further discussion on Conceptual Frameworks.
- Discussion of the contents of Chapter III and implications for Chapter II.
- Bring questions for library staff (possibly, Kelly Jenks) on the use of RefWorks

Session 8: Last class session. Review of draft petitions for 730.

Pre-session assignments:
- Petition for DPLS 730 including about 5 pages of Chapter I, a minimum of 10 pages of Chapter II (with outline of the rest of the chapter in the form of headers), a minimum of about 5 pages of Chapter III, Reference List. Post to Blackboard and bring 3 copies for the class.
- Download the DRAFT petition of one of your classmates, indicated as a REPLY which one you have selected, use track changes to make suggestions and edits and repost to Blackboard.
- Fill in and post to Blackboard the timeline on pages 80-81 of Blue Book.
- Post a sentence or two on where you are relative to your contract for the course as a REPLY to your contract.
- Download the Dissertation Rubric Information for Current Students> Dissertation Templates.

Probable Schedule
Class will be Pot Luck.
1. Peer editing of petitions.
2. Discussion of next steps.
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<th>Pre-Class readings</th>
<th>Pre-Class Writing</th>
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<td>4th</td>
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<td>Post reading notes.                                                                                       Build Refworks database with &gt;2 books,2 articles Draft your conceptual design &amp; mindmap update</td>
<td>Introduction to library databases &amp; RefWorks</td>
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<td>5th</td>
<td>Hart (1998) pp. 109-171 Search at least 7 relevant empirical studies, study and refer to them Visit reference librarian to verify correctness of your references</td>
<td>Post reading notes.                                                                                       Search books/authors and summarize &gt;7 empirical studies Peer editing ch.II. Identify main sections of literature review relevant to research questions &amp; purpose statement. Report, revise and refine Overview conceptual framework. Discuss auto save documents</td>
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<td>3/31</td>
<td>Reread Blue Book, pp. 34-41. Expand search for empirical studies.</td>
<td>Expand Chapter II to 20 pages. Including 4 pages of conceptual frameworks, post, print 3 copies of new pages. Demo use page numbers with Refworks references. Identify relevant concepts, link to theoretical perspectives to the conceptual frameworks &amp; the research questions &amp; data.</td>
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<td>4/14</td>
<td>*Use timeline Bluebook (pp. 80-1). Download Dissertation Rubric Information from DPLS website.</td>
<td>Complete petition for DPLS 730, post and bring 3 copies to class. Fill and post timeline. Post where you are relative to your learning contract.</td>
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* Journal articles or book chapters posted in Blackboard Content area or on-line resource