DPLS 728 Scholarship & Dissertation Framework

Summer 2009 3 Credits
Session 1: June 24; Session 2: July 1; Session 3: July 8; Session 4: July 15; Session 5: July 17; Session 6: July 22; Session 7: July 29
Tilford 108
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COURSE DESCRIPTION
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 a 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.

COURSE OBJECTIVES
This course is designed to provide a structure for writing the Literature Review of the Dissertation. Students are expected to have identified the general topic for their dissertation and to be familiar with some of the important literature in their field prior to starting the course. Ideally students should have a draft of their literature review by the end of the term. At a minimum, students are expected to complete several sections of their literature review, usually a minimum of 10 pages, and to have an outline for the remaining sections. 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. Students planning to use the product of DPLS 728 as the petition for DPLS 730, Proposal Seminar, will need to check with their advisors as to what is required by the ProSem instructor. Usually the minimum is about 5 pages of Chapter I, between 20 and 30 pages of Chapter II, and about 5 pages of Chapter III.

COURSE GOALS
The students will:
• Create a personalized contract for the course and complete it;
• Participate in required course meetings and fulfill all course assignments;
• Describe the role and function of the literature review in research;
• Describe the role and function of the conceptual framework in research;
• Identify and locate the research needed for their study's purpose (use of advanced library skills);
• Develop an appropriate structure for organizing their literature review;
• Demonstrate an appropriate academic style of writing;
• Create a data-based reference list
  (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
• Format the literature review using APA and the DPLS guidelines (Use of the dissertation template is very strongly recommended).
• Identify personal habits and emotions that accompany the writing process.

LEARNING ACTIVITIES
This class will be conducted in whole group, small group, e-mail, and individual conferencing format. There will be two major group work exercises.

• 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.

REQUIRED MATERIALS

Available online or for purchase (see Marnie)

ASSESSMENT
Grading for this course will be SATISFACTORY. As is true in all doctoral courses, it is expected that your work will reflect the highest quality in both goals sought and means used to achieve those ends. If the first iteration of an assignment is not satisfactory, students will be encouraged to revise and resubmit the assignment. You will gain skill and confidence from carefully thinking through your writing and persevering in revision efforts.

• Satisfactory: active class participation; complete, thorough, significant, timely, and original development of all the assignments;
• Incomplete: (I) will appear on your transcript until late assignments are turned in;
• IC: appears on your transcript until the next transcript even if you have turned in a late assignment.
Prior to the First Session:

1. Post to Blackboard in the Discussion Center under the "Purpose" Forum a statement on your dissertation topic that begins: "The purpose of my study is..." (If you are not sure what your topic is, create a topic that will give you the opportunity to experiment with sources, develop skills needed in writing reviews, and relating your writing to a research question. We can be exploratory and creative here. Don't worry about the content for now - focus on the process). 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. Locate at least one dissertation that could serve as a model for your dissertation. Ideally it will have to do with your topic but it does not have to. 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).


5. Read Anfara & Mertz, 2006, pp xiii-xxix (Available as a Blackboard Course Document and on reserve at Foley). This is the Introduction to the book. We will also revisit this article later in the semester.


7. Optional: Check out Dr. Sunil Kumar's power point presentation, About Your Dissertation at [http://learning.lse.ac.uk/studyskills/2005-06/MScWeek/LateralDissertations.ppt](http://learning.lse.ac.uk/studyskills/2005-06/MScWeek/LateralDissertations.ppt)


9. Optional: Starting the dissertation: Experts offer tips on picking a topic, conducting a literature review, and narrowing your focus; From the American Psychological Association [http://gradpsych.apags.org/jan05/starting.html](http://gradpsych.apags.org/jan05/starting.html)

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**Session 1: June 24**

- Introductions, Purpose Statements, Blue Book, Red Book,
- Introduction to course requirements, course contracts, and review of literature of others.
- Be prepared to make a 5-minutes presentation on your topic and where you are in your literature review.
- Discussion of Hart Chapter 1 (Groups)
- Discussion of Anfara & Mertz (Groups)
- Be prepared to discuss and initiate your learning contract.

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

Your goals should either include the following items or alternative items that would be more useful to you.
- Identification of one or two dissertations that might serve as models for your dissertation;
- A minimum of three pages of Chapter I, including the purpose of your study, research questions, and your interest in the topic;
- A minimum of ten pages of Chapter II, literature review in correct format, with a table of contents;
- Reference list covering all of the items included in the ten pages;
- Outline of the other topics that are needed for Chapter II;
- A minimum of three pages that describe your methodology.

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;

Discussion of the Blue and Red books (available online and from the Department);
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: July 1**
Purpose Statements and Research Questions, Introduction to Chapter II,

**Assignment for Session 2:**
- Read Hart Chapter 2 and do Group Post (see Blackboard).
- Post contract to blackboard.
- Revise purpose statement, bring three copies to class and post to blackboard as a REPLY to your original postings.
- 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.
- Consider how you will build a support system for yourself, possibility of a buddy, joining a listserv, etc.
- Read Rudestam and Newton (2001) pp. 61-64 (f) Identify model dissertations and be prepared to bring one to the next class
- Read Red Book ALL
Probable Schedule

- Review of learning contracts.
- Update dissertation topics. Where are you in defining/refining your topic?
- How far have you moved from last session?
- Discussion of Chapter I, what is required for the petition for 730.
- Bring at least one dissertation to class; be prepared to share and discuss.
- 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/elecref.html for information on electronic reference formats using APA. Also check out the links on the left side of this page to "APA Style Tips"; and FAQs;
- Expanded discussion of the contents of Chapter II.
- Optional: Preparing Scholarly Reviews of the Literature: A Webtorial by Gregg Jackson, Adrianna Kezar, Maria Kozi and Nina de las Alas, The George Washington University. 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 is 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. http://www.gwu.edu/~litrev/

Session 3: July 8

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

Session 4: July 15

Assignment for session 4:

- Read Hart Chapters 3 & 4 and do Group Post to Blackboard.
- Basics of Scholarly Writing. Assignment: Read Becker (1986) ALL;

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 5: July 18

Assignment for session 5:

- Read Hart Chapter 5 - Group Post to 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 formats.
• 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.

Probable Schedule
• 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 two or three statements and be prepared to share.
• Discussion of the implications of the session on writing. Issues of narrative.
• Peer editing of the pages of Chapter II dealing with the empirical studies and the References.
• Discussion on security and saving dissertation drafts.
• Overview of Conceptual Framework.

Session 6, July 22
Expanding Chapter II and Identifying an Appropriate Conceptual Framework

Assignments:
• Read Hart - Chapter 6 and Group Post to Blackboard
• Identify a conceptual framework from an existing study, likely a dissertation, and make one copy.
• Expand your list of empirical studies by 10 and have about 10 pages of Chapter II ready for in-class editing. Post to Blackboard. Print out and bring 3 copies.
• Be prepared to report on a possible conceptual framework for your study.
• Draft one or two pages of a conceptual framework and add to your draft. Print out and bring 3 copies to class.

The terms conceptual frameworks and theoretical frameworks are often used to describe the same thing. There is little 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)
Their suggestions are:

**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 that 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

**Session 7, July 29**

Further Expansion of Chapter II; additional discussion on the narrative aspect of Chapter II; additional discussion on conceptual frameworks and Identification of conceptual frameworks for proposed research, introduction to the contents of Chapter III, and work completed appropriate for the DPLS 730 Petition.

**Assignments:**

- Read Hart - Chapter 7 and Group Post to Blackboard;
- If you have not done so already, expand your conceptual framework to about 4 pages.
- Reread Blue Book pp. 34-41.
- Complete as much work as you can for your petition for DPLS 730. Ideally this should include 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 3 copies for the class.
Probable Schedule

• In-class review & editing of ProSem petitions
• Further discussion on Conceptual Frameworks.
• Discussion of the contents of Chapter III.

Thanks to Dr. Chris Francovich for the development of the above syllabus.