# Proposal Seminar

**DPLS 730 – Summer 2015**

## Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Information</td>
<td>2</td>
</tr>
<tr>
<td>Description &amp; Format</td>
<td>2</td>
</tr>
<tr>
<td>Objectives</td>
<td>2</td>
</tr>
<tr>
<td>Reading Materials</td>
<td>3</td>
</tr>
<tr>
<td>Assignments and Grading</td>
<td>3</td>
</tr>
<tr>
<td>Schedule of Class Topics and Reading Assignments</td>
<td>4</td>
</tr>
</tbody>
</table>
Course Information

Course Name: Proposal Seminar  
Course Number: DPLS 730  
Credits: 3  
Day of the Week/Time: Monday 6-9pm  
Dates: 5 sessions, contact Shann for the dates  
-- & at least 1 appointment individually with instructor (more, if warranted)  
Location: TIL 405 if available  
Instructor: Dr. Shann Ferch  
Email: ferch@gonzaga.edu  
Phone: 509-313-3490  
Office Hours: Please email for an appointment

Description & Format

The Doctoral Department in Leadership Studies and the School of Professional Studies at Gonzaga University seek to build "people for others," people able to define their own sense of identity, live within a moral framework, and articulate and advance social justice.

Course Structure

The dissertation provides leaders the opportunity to gain new knowledge which, in the context of scientific research, can deepen understandings of self, community, and world. Self-reflection and a form of humble and critical depth in relation to self and the topic of study is often the result of openness and perseverance with regard to the research and writing process. This class includes a discussion of basic premises regarding scientific writing and research. Different ways of knowing become apparent through analyzing two predominant social science research paradigms: quantitative and qualitative. These two research paradigms provide a framework for reviewing various research methods and related theory development. The primary component of this course is the development of rigorous, systematic writing skills and a rich understanding of the research process.

Objectives

This course promotes the understanding of:

1. how we learn (gain new meanings) from research;  
2. general principles of scholarly work  
3. structuring, writing, and editing chapters 1, 2, and 3 of the dissertation
Reading Materials

Required Texts

- American Psychological Association  *APA Publication Manual, most recent edition*
- Becker  *Writing for Social Scientists*
- Gonzaga Doctoral Studies  *But I've Never Written a Dissertation Before...*
- Locke, Spirduso, & Silverman  *Proposals that Work*

Assignments and Grading

Assignments

*To be completed by the end of the course:*

1. a strong draft of chapters 1, 2, and 3 of the dissertation
2. a sense of confidence regarding the proposal process

Grading

Grades will be based on:

- 50% In class participation (preparation, collaboration, willingness)
- 50% Written work (drafts of chapters 1, 2, and 3 of the dissertation)

All written work is graded with regard to three equally-weighted elements:

- Creativity--writing style, writing voice, arrangement of thoughts and arguments, etc.
- Construction--structure, grammar, clarity, simplicity, etc.
- Critical Thought--depth, skill of argument, density of critical judgment, etc.

Doctoral level work is of highest quality both in content and presentation. Grades are assigned as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-94%</td>
</tr>
<tr>
<td>B+</td>
<td>85-89%</td>
</tr>
<tr>
<td>B</td>
<td>80-84%</td>
</tr>
<tr>
<td>C</td>
<td>Not acceptable at Ph. D. level</td>
</tr>
</tbody>
</table>
Schedule of Class Topics and Reading Assignments

Look at this often to keep yourself ready for each upcoming assignment

Notes:
- At the start of each class I hope to return work completed the previous class
- With each chapter I will look it over broadly to be sure you are on a good track; specific comments for honing your writing skills will be made only on the first three pages of each chapter, and you will be expected to implement such comments throughout the work

<table>
<thead>
<tr>
<th>Session #</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
</table>
| 1         | a. Introduction to course  
b. Overview of research process  
c. Discuss Chapter 1 of the dissertation  
d. Basics of scientific writing | First three pages of chapters 1, 2, & 3 |
| 2         | a. Writing skills/dialogue  
b. discuss Chapter 2 of the dissertation | Revised, first three pgs of chs 1, 2, & 3  
First draft of chapter 1 |
| 3         | a. Writing skills/dialogue  
b. discuss Chapter 3 of the dissertation | Revised, first three pgs of chs 1, 2, & 3  
Revised, draft of chapter 1  
First draft of chapter 2 |
| 4         | a. Writing skills/dialogue  
b. discussion of Chapters 1, 2, and 3  
c. The defense & the done dissertation, possibly guest speakers | Revised, draft of chapter 2  
First draft of chapter 3 |
| 5         | a. Writing skills/dialogue  
b. Mock proposal defense  
c. Celebration of work well done | Revised draft of chapter 3  
Revised, draft of chapters 1, 2, and 3  
Readiness for mock proposal defense |

**This course is taught in compliance with the Fair Process Manual**