



# EDD 7010 Introduction to Doctoral Studies and Dissertation Research Summer 2020

Online Instruction

Synchronous meetings on scheduled Saturdays between 1:00pm-5:00pm

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Virtual office hours by appointment Tuesdays 1pm-2pm or as scheduled

## **Department of Educational Leadership Mission Statement**

The mission of the Department of Educational Leadership of the College of Education and Integrative Studies is to prepare educational leaders to serve the needs of diverse learners in a changing global society. We are committed to values of critical inquiry, social justice, reflective practice, reciprocal learning, ethical leadership, collaboration, and culturally proficient leadership in educational leadership practices, research, and scholarship in the preparation of educational leaders who will champion equity, access, advocacy, and inclusion in the educational process.

## **Course Description**

Welcome to Cal Poly Pomona's doctoral program in Educational Leadership. This course is designed to support the development of key skills and knowledge that will allow students to successfully complete their doctoral degrees, with a particular focus on preparing for the doctoral dissertation. We will reflect on our relationship to academic writing, considering helpful practices that will allow students to be productive writers alongside their professional and personal obligations, and examining key strategies for improving the quality of scholarly writing. We will also examine the process of reviewing academic literature, from the nuts and bolts of library databases and citation management software, to the art of critically analyzing and synthesizing empirical work. Next we will turn to the philosophy of science, investigating the diverse paradigms—assumptions about reality and truth—that guide alternate research designs. Students will be introduced to key research approaches within qualitative, quantitative, and mixed method traditions, and will consider the role that theory plays in guiding research. As the course draws to a close, we will discuss strategies for maintaining mental health and well-being in the often-stressful context of doctoral study.

Students will complete a series of assignments that strengthen their research and writing skills, and potentially serve as a foundation for their dissertation project. First, students will select

one article from a top-tier education research journal to closely dissect and critique. Next, students will prepare an annotated bibliography on eight journal articles relevant to a topic of interest. Finally, students will prepare a dissertation prospectus, outlining a possible dissertation research project.

## **Learning Outcomes**

As a result of taking this course, students will be able to:

1. Identify primary goals for research and leadership expertise to guide planning and timely completion of program requirements, including the dissertation, in the three year program timeline.
2. Use appropriate resources and strategies to review academic literature.
3. Recognize issues in ethical treatment of human subjects in research, through CITI online training, in preparation for planning and conducting dissertation research.

## **Prerequisites**

The required prerequisite is admission to the CPP doctoral program in Educational Leadership.

## **Course Expectations**

### **Program Norms**

1. Students are expected to engage as co-participants in all courses working closely and consistently with program faculty and student colleagues.
2. Students are expected to show human concern for each of those with whom they work and study, while presenting a positive attitude and professional demeanor.
3. Students are expected to attend each class meeting, and inform the instructor in advance if an emergency arises.
4. Just as students expect instructors to be prepared, students are expected to come to class prepared, having read assignments beforehand in order to contribute fully and thoughtfully to class discussions.
5. Students are expected to work with team members collaboratively, and obtain their input when working on group exercises and projects.
6. Students are expected to engage respectfully in a dynamic classroom environment, creating and maintaining a safe place in which ideas can be explored, shared, and evaluated.
7. Students are expected to submit work that meets the academic honesty standards of Cal Poly Pomona.
8. Students are expected to respect the rights and dignity of each member of the campus community.

9. Students are expected to contact the instructor with questions, concerns, or issues that need to be addressed.
10. Students are expected to produce high-quality doctoral work consistent with doctoral academic standards, maintaining a grade point average of 3.0 (B) or better in all courses.
11. Students are expected to review their Cal Poly Pomona email address regularly and often. All course-related correspondence will be sent to official Cal Poly Pomona student email accounts. Students must also maintain storage capacity within their university email account to prevent email rejection due to a full incoming mailbox. Students are responsible for receiving information contained in email that was rejected due to a full email account.
12. Cal Poly Pomona is dedicated to complete respect for human rights and the development of the full potential of each of its individual members. Cal Poly Pomona is committed to providing an environment where all share in the common responsibility to safeguard each other's rights, encourage a mutual concern for individual growth and appreciate the benefits of a diverse campus community.

### Course-Specific Norms

In addition to the program-wide norms outlined above, students are asked to uphold the following:

1. **Ensure that all voices are heard.** Prepare thoughts on course readings in advance of discussions (whether on Blackboard or over video conference) to ensure that you are able to make a substantive contribution. When speaking during class meetings, be conscious of time and avoid monopolizing conversation.
2. **Seek to understand before being understood.** When we encounter criticism or an idea we disagree with, we often react quickly with our own views. Instead, try to take the time to fully explore others' perspectives first, and pause before responding.
3. **Be present with class community during synchronous meetings.** Please make every effort to be fully present and engaged during synchronous sessions. If your technology and bandwidth permit, please keep your video on as much as possible during videoconference sessions. To support active listening and a respectful environment, please refrain from multi-tasking (checking email and social media, texting, working on other tasks) during class meetings. If you need to respond to something urgent, please do so discreetly so as not to disrupt the class meeting. Of course, as we are all working from home, we understand that children, partners, roommates, pets, and household messes often make guest appearances during videoconferences—this is perfectly alright.
4. **Care for yourself.** Prioritizing self-care may be difficult with the demands of doctoral study on top of your personal and professional obligations, but maintaining your health and well-being will support your success in all of these domains. Please seek out ways to manage stress and stay healthy. This is more important than ever during this current moment of crisis. Counseling resources are available through CPP's [Counseling and Psychological Services](#).

## Required Materials & Resources

**About the assigned texts:** The first two texts (Creswell & Creswell, 2017; Ravitch & Riggan, 2016) provide foundational principles of research design, and will likely be useful to you throughout your dissertation process. The third text (Birkenstein & Graff, 2018) is a helpful resource for academic writing in a variety of genres (from doctoral dissertations to newspaper opinion pieces). The fourth text, the APA Manual of Style 7<sup>th</sup> edition, provides the style and formatting guidelines for your dissertation, for course papers, and for journal submissions to APA-style journals (nearly all education research journals follow APA).

1. Creswell, J. W., & David Creswell, J. (2017). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5<sup>th</sup> edition recommended; 4<sup>th</sup> edition ok). SAGE Publications.
2. Ravitch, S. M., & Riggan, M. (2016). *Reason & Rigor: How Conceptual Frameworks Guide Research* (2<sup>nd</sup> edition required). SAGE Publications. [Do not purchase the previous edition, as there are several new chapters.]
3. Birkenstein, C., & Graff, G. (2018). *They Say / I Say: The Moves That Matter in Academic Writing* (4<sup>th</sup> edition recommended; 3<sup>rd</sup> edition ok). W. W. Norton & Company.
4. American Psychological Association. (2019). *Publication Manual of the American Psychological Association* (7<sup>th</sup> edition required). American Psychological Association. [Do not purchase previous editions, as 7<sup>th</sup> edition APA format is required throughout the program.]
5. Materials on Blackboard
6. Students are expected to have access to a computer with a webcam and microphone, a reliable internet connection, and Microsoft Office.
7. Students should have a space where they are comfortable participating in video conferences on scheduled Saturdays between 1:00pm and 5:00pm.

## Recommended Materials

Students may find the following materials to be helpful in supplementing or extending course content:

- Belcher, W. L. (2019). *Writing Your Journal Article in Twelve Weeks, Second Edition: A Guide to Academic Publishing Success* (Second edition). University of Chicago Press. [While focused on journal articles, the guidance is often applicable to writing a dissertation as well. Also helpful if you want to publish journal articles from your dissertation after completing the program.]
- Joyner, R. L., Rouse, W. A., & Glatthorn, A. A. (2018). *Writing the Winning Thesis or Dissertation: A Step-by-Step Guide* (Fourth edition). Corwin.
- Kelsky, K. (2015). *The Professor is in: The Essential Guide to Turning Your Ph.D. Into a Job*. Three Rivers Press. [Recommended for students considering careers as educational

leadership faculty. While targeted for PhD students, has useful advice for any doctoral student interested in a faculty job.]

## Course Structure & Assignments

This online course is designed to include a mix of **synchronous** (class meeting at the same time) and **asynchronous** (students working independently) activities. Synchronous class meetings will take place via a videoconferencing platform (e.g., Zoom) during the window of 1:00pm-5:00pm on six scheduled Saturdays. I will use Blackboard to confirm the timing, agenda, and link for accessing each synchronous class session.

Asynchronous activities include the readings and assignments listed in this syllabus. Readings should be completed prior to the scheduled synchronous class session.

To allow for shorter synchronous meeting sessions and avoid the fatigue that can come from extended video conferencing, additional asynchronous activities for each class may be announced via Blackboard. These additional activities are analogous to the in-class activities of a face-to-face course—for example, students may be assigned to watch a video lecture. Note that, when delivered as a face-to-face course, this class meets for 7.5 hours every other week.

There are five key assignments in this course:

1. Discussion board
2. Article critique
3. Annotated bibliography & reflection
4. CITI training
5. Dissertation prospectus

In addition to these key assignments, students are expected to participate actively in both synchronous and asynchronous class activities.

### 1. Discussion Board

For each class, students are asked to participate in an online discussion on the Blackboard discussion board. The instructor will post prompts at least one week prior to the initial post deadline.

The first class session will have a slightly abbreviated timeline:

- **Due Monday after first class meeting:** submit one initial post in response to the instructor's prompt. This post should be at least one paragraph (~200 words). As part of your initial post, you are encouraged to pose questions for your colleagues.
- **Due Thursday after first class meeting:** respond to the posts of at least three colleagues with your comments and questions. Responses should be at least 3 sentences long (~50 words). Please prioritize posts that do not yet have responses.

For classes 2-6, the instructions and timeline for posting is as follows:

- **Due Wednesday before class meeting:** submit one initial post in response to the instructor's prompt. This post should be at least one paragraph (~200 words). As part of your initial post, you are encouraged to pose questions for your colleagues.
- **Due Monday after class meeting:** respond to the posts of at least three colleagues with your comments and questions. Responses should be at least 3 sentences long (~50 words). Please prioritize posts that do not yet have responses.
- **Due Thursday after class meeting:** respond to colleagues who commented on your initial post. If multiple people commented on your post, you may respond to them individually, or with one overall response.

All posts should reflect thoughtful consideration of the prompts, course content, and educational leadership practice. Students are encouraged to reference readings and/or their personal experiences. Responses to peers should illustrate a careful reading of peers' contributions, and respect for peers' perspectives.

## 2. Article Critique

Students should select an empirical research article (a quantitative, qualitative, or mixed method study) published within the last five years in one of the following four highly ranked journals:

- [\*Educational Researcher\*](#)
- [\*American Educational Research Journal\*](#)
- [\*Educational Administration Quarterly\*](#)
- [\*Journal of Higher Education\*](#)

Students are encouraged—but not required—to select an article relevant to a potential dissertation topic. Students will then write an article critique that includes the following:

1. An APA-formatted title page
2. A **summary** of the article (about 2-4 pages), including:
  - a. The problem that the authors aimed to address in the study
  - b. The research questions or, for quantitative studies only, the hypotheses being tested (if these aren't stated explicitly, students should infer the study's RQs/hypotheses)
  - c. the theoretical or conceptual framework guiding the study (what theories or concepts do the authors use to guide their research)
  - d. the selected methodology, data sources, and analysis strategies
  - e. a summary of the study's main findings
3. A description of the study's underlying **paradigm** (positivist, interpretivist, constructivist, etc.) and an explanation of how this paradigm influences the study design (see Creswell & Creswell, 2017). (about 1-2 pages)

4. A discussion of the **strengths, weaknesses, and practical implications** of the study (about 1-2 pages).
  - a. What makes this article credible, compelling, or relevant? What are places where you have questions or disagreements? What are the implications of this study for educational leaders?
  - b. Use this as an opportunity to explore tentative ideas about strengths and weaknesses of the study, recognizing that you will improve in your ability to critique research over the course of this program
5. A reference page in APA style.

Critiques should be 4-8 pages in length (not including the title page or references), in 7<sup>th</sup> edition APA format. No abstract is required. To support students in successfully completing this assignment, students are asked to submit a draft of this critique for professor feedback prior to the final submission. Drafts should include at least sections 1 and 2 (summary and paradigm analysis).

### **3. Annotated bibliography and reflection**

Students will create an annotated bibliography for at least eight empirical research articles published within the last ten years. All articles should be relevant to a topic that students find interesting and relevant to their leadership practice. Ideally, students will select a topic that they are considering exploring in their dissertations. This annotated bibliography should be used to inform the dissertation prospectus assignment in this course.

All eight articles should come from peer-reviewed academic journals (see recommended journal list at the end of this syllabus). Students are encouraged to use the article selected for their article critique paper. Students are also strongly encouraged to upload all eight citations into their selected reference manager (such as Mendeley or Zotero).

Annotated bibliographies may be completed in Word or Excel files. Students may choose how they wish to format their annotated bibliographies. Each annotated bibliography *must* include the following elements:

- A full APA citation
- The article's topic/research questions
- Theoretical or conceptual framework (if explicitly stated in the article)
- Method (methodology, data sources, analysis approach)
- Findings
- Thoughts on how this article could be useful for your own research and/or practice

Many students elect to include additional elements in their annotated bibliographies. Some options include:

- Information about the author(s) (at least the first author)
- Description of the journal

- Description of how the article was found (database used, search terms, etc.)
- Citations to look up (pieces that the authors cited that you want to look up as well)
- Key points from the authors' literature review
- Key points from the discussion, conclusion, and/or implications
- Article keywords

In addition to submitting their annotated bibliographies, students should submit a brief (1-2 page) reflection on the process of creating the annotated bibliography. The reflection may be informally written, and should address the following questions: What was the experience like creating this annotated bibliography? What went well? What practices would you want to use again in future projects? What challenges did you encounter, and what might you want to do differently when searching for literature in the future?

#### **4. CITI Research Ethics and Compliance training**

The Collaborative Institutional Training Initiative (CITI) program provides training and certification in research ethics. Completion of CITI training is required in order to obtain institutional review board (IRB) approval for conducting research with “human subjects” (i.e., research with and about people). All (or essentially all) educational leadership doctoral dissertation projects will require IRB approval and CITI training certification.

By completing the CITI training in your first term of doctoral study, you will get this requirement out of the way early, taking an important first step towards the timely completion of your dissertation. The training provides foundational information regarding ethical research with human participants, including students, families, educators, and other communities that you might work with in the context of your dissertation project.

To complete your CITI training, follow the steps outlined below.

1. Go to [citiprogram.org](http://citiprogram.org) and click “Register” (top right-hand corner).
2. Select California State Polytechnic University, Pomona as the organization affiliation
3. Fill out the forms on the next few pages. Enter your cpp.edu email address as the primary email, and provide your Bronco ID as your employee number.
4. Once registered and logged in, select “add a course.”
5. Complete the following modules:
  - a. CPP – Introduction to Human Subjects 101
  - b. CEIS Mandated Social Science Research
  - c. Research with Minors
  - d. Conflict of interest mini-course
6. Once complete, select “Records” in the top banner. Save the completion record PDFs for each course. Submit the completion records via Blackboard, and save them for your records (you will need to refer to them when completing your IRB application for your dissertation, typically completed in the spring semester of your second year).

CITI training certification is good for 5 years before it must be renewed. Further information on CITI training completion is available at [the Cal Poly Pomona IRB website](#).



## 5. Dissertation prospectus

In this assignment, students will prepare an initial sketch of a potential dissertation research project, drawing on the literature reviewed in the annotated bibliography. Refer to Creswell & Creswell (2018) to guide the development of the prospectus. The prospectus should be 7-10 pages (not including title page, abstract, or references), and should address the following elements:

1. Title page and abstract (per APA)
2. **Problem Statement:** An introduction that identifies a pressing problem of practice in education, providing evidence to substantiate the problem (How widespread is this problem? Why is this an important concern?) Your goal is to persuade the reader that this is a pressing topic worthy of research. (1-2 pages)
3. **Literature Review:** A summary of key patterns in empirical research literature regarding this topic. Synthesize the eight articles from your annotated bibliography and describe the characteristics of this body of research as a whole. What methodological and theoretical approaches appear in existing literature? What are some of the common findings among the articles reviewed? Areas of disagreement? Unanswered questions that remain? What critiques, if any, do you have of this literature? If you already have an idea for a conceptual or theoretical framework, present that here as well. (2-4 pages)
4. **Potential Research Design:** Describe a possible research study that could shed light on the problem and add to the existing literature (2-4 pages). Include:
  - a. 1-3 research questions (and, for some quantitative studies, testable hypotheses) that the study will address
  - b. A selection of a quantitative, qualitative, or mixed method design, and an explanation for why this design was selected
  - c. A description of the specific methodology (grounded theory, case study, exploratory sequential mixed methods, survey design) and explanation for why this approach was selected
  - d. Description of proposed data sources (surveys, administrative data, public data sets, interviews, observations, documents, etc.), plans for selecting sites/cases/participants, and explanation for why these data sources/sites/cases/participants will answer the research questions
5. **Next Steps for Dissertation Development:** A reflection on lingering questions and next steps for your dissertation project. What do you need to do to refine your topic, purpose, and research questions? To prepare a literature review? To develop your theoretical/conceptual framework? To develop a thorough and systematic research design? Note if there are any particular articles or books you hope to read, alternate topics you want to explore, or specific methods you would like to learn. (1-2 pages)

6. **Significance:** What will this study contribute to your practice as an educational leader? What will it offer to other practitioners, and to other researchers? State why this study is important. (0.5-1 page)
7. **References** in APA format

## Grading

### Assignment Weights

- Participation and Meeting Attendance (10%)
- Blackboard Discussions (10%)
- Article Critique (25%)
  - Draft (5%)
  - Final critique (20%)
- Annotated Bibliography & Reflection (20%)
- CITI Training (5%)
- Dissertation Prospectus (30%)
  - Draft and peer feedback (5%)
  - Final prospectus (25%)

### Grading Scale

93-100 = A      90-92 = A-  
88-89 = B+      83-87 = B      80-82 = B-  
78-79 = C+      73-77 = C      70-72 = C-  
68-69 = D+      63-67 = D      60-62 = D-  
50-59 = F (I do not give grades below 50%)

### Course Policies

- **Communication.** Please use email to reach me. I check email during business hours (M-F) and prior to our Saturday classes. I typically respond to email within one business day.
- **Office Hours.** Please schedule and confirm office hour appointments in advance via email. I will work with you to find an appointment time that fits our schedules. Office hour appointments will take place via Zoom (through video or audio).
- **Attendance.** Engagement in synchronous video conferences is a key element of this course. For this reason, attendance is required at synchronous session and is part of the student's participation grade. Please make every effort to attend each session. However, I recognize that unavoidable conflicts and technology issues may arise. If you are unable to attend a session, inform me as soon as possible. Students will be offered the opportunity to make up their participation grade with a make-up assignment. If

absent, students should review resources on Blackboard and check with their peers to catch up on what they missed.

- **Confidentiality.** Information shared about individuals, workplaces, or other potentially sensitive topics is considered to be confidential and used only for professional learning and collaboration.
- **Assignment Submission.** Deadlines allow me to plan sufficient time for grading and feedback, and to design the course around students' progress on assignments. For this reason, it is important that students submit all assignments on time. Assignments are due at 11:59pm on the due date unless otherwise specified. In the event that a deadline is not feasible, please contact me via email as soon as possible to request an extension.
- **Late Policy.** Without an approved extension, the assignment score will be reduced by 5% per day, with a maximum reduction of 20%. No late assignments will be accepted after the last class session (class 6). When submitting late assignments, please submit via Blackboard *and* email me to notify me of the submission. As I arrange my grading schedule around course deadlines, I may not provide feedback on late submissions.
- **Incompletes.** If unforeseen circumstances (e.g., illness, unexpected family or professional obligations, etc.) make it unrealistic to complete course requirements within the semester, you may request an incomplete grade, with extended time to complete assignments. The decision to offer incompletes and associated criteria is at the discretion of the professor.
- **Writing Style and Formatting.** All papers should be in APA format (7<sup>th</sup> edition). This is the formatting required by the majority of education journals and is thus the norm in our field. Submit documents via Blackboard as Word files (.docx). Filenames should include the student's last name and the name of the assignment ("allbright literature review.docx"). All assignments should be thoroughly proofread before submission. Final submissions should be free of comments and tracked changes (comments and tracked changes are fine in early draft submissions).
- **Academic Integrity.** Cal Poly Pomona students are expected to uphold standards of professionalism and academic integrity, which includes avoiding plagiarism. Incidents of plagiarism will result in an F grade on the assignment, and will be reported to the Office of Student Conduct and Integrity. Cal Poly Pomona defines plagiarism as "presenting words, ideas or work of others as one's own work. Plagiarism includes copying homework, copying lab reports, copying computer programs, using a work or portion of a work written or created by another but not crediting the source, using one's own work completed in a previous class for credit in another class without permission, paraphrasing another's work without giving credit, and borrowing or using ideas without giving credit."

## University Resources

- The [Disability Resource Center](#) prescribes appropriate accommodations and provides services to students with disabilities.

- Enrolled Cal Poly Pomona students are eligible for counseling services at no charge from [Counseling and Psychological Services](#) (CAPS) and free or low-cost health care from [Student Health Services](#).
- The [Veterans Resource Center](#) offers specific support and resources for veterans.

## Course Schedule

Complete assigned readings prior to the scheduled class meeting.

#	Meeting Date	Class Topic and Readings	Assignments
1	5/30	<p><b>Building a Community of Scholars</b></p> <p>Lamott, A. (1995). <i>Bird by Bird: Some Instructions on Writing and Life</i> (pp. 16–27). Anchor Books.</p> <p>Belcher, W. L. (2019). <i>Writing Your Journal Article in Twelve Weeks, Second Edition: A Guide to Academic Publishing Success</i> (pp. 26-31). University of Chicago Press.</p> <p>Herrmann, R. (2016, November 16). <i>Impostor Syndrome Is Definitely a Thing</i>. The Chronicle of Higher Education.</p> <p>SKIM: Cato, M. L. (2013). Nursing Student Anxiety in Simulation Settings: A Mixed Method Study (C. Reynolds (ed.)) [EdD]. Portland State University. <i>[Skim to get a general sense of what an EdD dissertation looks like.]</i></p> <p>SKIM: Cal Poly Pomona’s EdD Qualifying Examination and Dissertation Guide. <i>[This is a resource you can refer to throughout your doctoral studies.]</i></p>	<p>Blackboard discussion post due Mon 6/1, responses to peers due Thurs 6/4</p>
2	6/13	<p><b>Reviewing Academic Literature</b></p> <p>Creswell, J. W., &amp; David Creswell, J. (2017). Chapters 2, 5-6. In <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i>. SAGE Publications.</p> <p>Belcher, W. L. (2019). <i>Writing Your Journal Article in Twelve Weeks, Second Edition: A Guide to Academic Publishing Success</i> (pp. 55-59, 170-174). University of Chicago Press.</p>	<p>Blackboard discussion board</p> <p>Article critique draft due Mon 6/15</p>

#	Meeting Date	Class Topic and Readings	Assignments
		<p>Birkenstein, C., &amp; Graff, G. (2018). Chapters 1-3. <i>They Say / I Say: The Moves That Matter in Academic Writing</i>. W. W. Norton &amp; Company.</p> <p>SKIM American Psychological Association. (2019). Chapters 8-10. <i>Publication Manual of the American Psychological Association</i> (7<sup>th</sup> edition).</p>	
3	6/27	<p><b>Introduction to Research Design</b></p> <p>Bernal, D. D. (1998). Using a Chicana Feminist Epistemology in Educational Research. <i>Harvard Educational Review</i>, 68(4), 555–583.</p> <p>Espino, M. M. (2012). Seeking the “truth” in the stories we tell: The role of critical race epistemology in higher education research. <i>The Review of Higher Education</i>, 36(1), 31–67.</p> <p>Creswell, J. W., &amp; David Creswell, J. (2017). Chapters 1, 7-10. In <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i> (pp. 23-48). SAGE Publications.</p>	<p>Blackboard discussion board</p> <p>Have draft of annotated bibliography—at least 4 citations—at 6/27 class meeting</p> <p>Annotated bibliography and reflection due Mon 6/29</p>
4	7/11	<p><b>Conceptual &amp; Theoretical Frameworks</b></p> <p>Maxwell, J. A. (2013). Conceptual frameworks: What do you think is going on? In <i>Qualitative research design: An interactive approach</i>. SAGE Publications.</p> <p>Ravitch, S. M., &amp; Riggan, M. (2016). Chapters 1, 9 in <i>Reason &amp; Rigor: How Conceptual Frameworks Guide Research</i> (2<sup>nd</sup> edition). SAGE Publications.</p> <p>JIGSAW: Ravitch, S. M., &amp; Riggan, M. (2016). Chapters 3-7 in <i>Reason &amp; Rigor: How Conceptual Frameworks Guide Research</i> (2<sup>nd</sup> edition). SAGE Publications. [Prepare notes on your assigned chapter to help you summarize it for the class.]</p>	<p>Blackboard discussion board</p> <p>CITI training due Mon 7/13</p> <p>Final article critique due Mon 7/13</p>

#	Meeting Date	Class Topic and Readings	Assignments
		<p>Birkenstein, C., &amp; Graff, G. (2018). Chapters 7-10, 16-17. <i>They Say / I Say: The Moves That Matter in Academic Writing</i>. W. W. Norton &amp; Company.</p> <p>SKIM American Psychological Association. (2019). Chapter 2. <i>Publication Manual of the American Psychological Association</i> (7<sup>th</sup> edition).</p>	
5	7/25	<p><b>Well-Being and Identity in Graduate School</b></p> <p>Murakami-Ramalho, E., Piert, J., &amp; Militello, M. (2008). The Wanderer, the Chameleon, and the Warrior: Experiences of Doctoral Students of Color Developing a Research Identity in Educational Administration. <i>Qualitative Inquiry: QI</i>, 14(5), 806–834.</p> <p>Evans, T. M., Bira, L., Gastelum, J. B., Weiss, L. T., &amp; Vanderford, N. L. (2018). Evidence for a mental health crisis in graduate education. <i>Nature Biotechnology</i>, 36(3), 282–284.</p> <p>Dadaczynski, K., &amp; Paulus, P. (2015). Healthy Principals – Healthy Schools? A Neglected Perspective to School Health Promotion. In V. Simovska &amp; P. Mannix McNamara (Eds.), <i>Schools for Health and Sustainability: Theory, Research and Practice</i> (pp. 253–273). Springer Netherlands.</p> <p>Patterson-Stephens, S., &amp; Hernández, E. (2018). Hermandad: Sista’Scholar Bonds for Black and Chicana Women in Doctoral Study. <i>Equity &amp; Excellence in Education</i>, 51(3-4), 396–415.</p>	<p>Blackboard discussion board</p> <p>Draft of prospectus due to partner Thurs 7/23 for peer feedback (CC professor)</p> <p>Have draft of prospectus presentation slides at 7/25 meeting</p> <p>Peer feedback due Mon 7/27 via email (CC professor)</p>
6	8/1	<p><b>Dissertation Prospectus Presentations</b></p> <p><i>No readings assigned</i></p>	<p>Prospectus presentation videos due Wed 7/29 on discussion board</p> <p>No late work accepted after 8/1</p>

#	Meeting Date	Class Topic and Readings	Assignments
			Responses to peers' videos due Mon 8/3  Final prospectus due Mon 8/3

## **Recommended Sources for Education Research**

Below is a list of recommended peer-reviewed journals in education. I have \*'d some of my personal favorites. You can subscribe to new content alerts on journals' websites—this is a great way to keep up with new literature. As for books, top academic presses include Routledge, Teachers College, Johns Hopkins, Harvard, Oxford, Cambridge, University of Chicago, University of California, and University of Michigan.

**American Educational Research Journal\***  
**American Journal of Education\***  
**Anthropology & Education Quarterly**  
**Computers & Education**  
**Educational Administration Quarterly\***  
**Educational Evaluation and Policy Analysis\***  
**Educational Foundations**  
**Educational Policy\***  
**Educational Psychologist**  
**Educational Researcher\***  
**Equity & Excellence in Education**  
**Gender and Education**  
**Harvard Educational Review**  
**Higher Education**  
**International Journal of Qualitative Studies in Education**  
**The Internet and Higher Education**  
**Journal for Research in Mathematics Education**  
**Journal of College Student Development**  
**Journal of Experimental Education**  
**Journal of Higher Education**  
**Journal of the Learning Sciences**  
**Journal of Teacher Education**  
**Learning and Instruction**  
**Modern Language Journal**  
**Peabody Journal of Education**  
**Race Ethnicity and Education**  
**Reading Research Quarterly**  
**Research in Higher Education**  
**Review of Educational Research**  
**The Review of Higher Education**  
**Review of Research in Education**  
**Sociology of Education**  
**Studies in Higher Education**  
**Studies in Science Education**  
**Teachers College Record**  
**TESOL Quarterly**  
**Theory into Practice**  
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