RESEARCH WRITING I
FALL 2015
EDLD 607
1 credit
THURSDAY 4:00 TO 4:50 PM

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Educational Methodology, Policy, and Leadership
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Office: 112 Lokey Education Bldg
Office Hours: In person, via phone or Skype by appointment

COURSE MEETING DATES AND TIMES
Research Writing I meets Thursday from 4:00 – 4:50pm. There will be no class on Thanksgiving (11/26).

All classes will be held over Adobe Connect using the following URL: HTTP://EMPL.ADOBECONNECT.COM/EDLD607F15/

COURSE OVERVIEW
EDLD 607 provides doctoral students in the D.Ed. Program a structured and guided opportunity to complete their dissertation proposal by the end of their second year. At the end of the year, students will be required to submit a dissertation proposal to their advisor. The nature and scope of the dissertation proposal will be determined by a range of factors, including the dissertation option selected, the advisor’s guidance, the methods to be used in the proposed dissertation study, the scope of the study, and so forth.

STUDENT LEARNING OUTCOMES
Over the course of the year, the specific student learning outcomes are to:
(1) Identify your dissertation topic by reviewing the relevant literature to present a cogent empirical and theoretical framework and rationale for a problem of practice (Fall term);
(2) Articulate the research design methods to be used in the proposed dissertation proposal including setting and subjects, dependent and independent variables, and procedure for data analysis (Winter term); and,
(3) Prepare a dissertation proposal that meets the requirements of the Department of Educational Methodology, Policy, and Leadership standards as well as those of the graduate school (spring term).

As noted, the focus of the Fall term is the literature review. As written in the D.Ed. program manual, “students conduct a thorough review of all relevant literature, organizing it in such a
way that it is clear to the reader how different pieces of the literature fit together and frame the student’s study. The proposal needs to articulate why the study should be done. Students concentrate on weaving the literature into a coherent structure that can act as a conceptual framework for the study, helping guide the student through the process of structuring the problem and interpreting the findings. The literature cited must be of sufficient depth and breadth, and must include high-quality, empirical work. In the proposal, the constructs and variables need to be identified explicitly.” Having begun the literature review in Pro Writing over the summer, this term is dedicated to completing this product.

TEXTBOOK

SCHEDULE OF TOPICS AND ASSIGNMENTS

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10/1</td>
<td>Check ins, MOU</td>
<td>None</td>
<td>MOU: LastnameMOU.doc</td>
</tr>
<tr>
<td>2</td>
<td>10/8</td>
<td>Peer review: Amanda</td>
<td>Galvan, Ch 9</td>
<td>Draft sent for peer review (AmandaDraft.doc) by 10/4; peer review due 10/7: LastnameAmanda.doc</td>
</tr>
<tr>
<td>3</td>
<td>10/15</td>
<td>Peer review: Iton</td>
<td>Galvan, Ch 10</td>
<td>Draft sent for peer review (ItonDraft.doc) by 10/11; peer review due 10/14: LastnameIton.doc</td>
</tr>
<tr>
<td>4</td>
<td>10/22</td>
<td>Peer review: Pam</td>
<td>Galvan, Ch 11</td>
<td>Draft sent for peer review (PamDraft.doc) by 10/18; peer review due 10/21: LastnamePam.doc</td>
</tr>
<tr>
<td>5</td>
<td>10/29</td>
<td>Peer review: Morgan</td>
<td>Galvan, Ch 12</td>
<td>Draft sent for peer review (MorganDraft.doc) by 10/25; peer review due 10/28 LastnameMorgan.doc</td>
</tr>
<tr>
<td>6</td>
<td>11/5</td>
<td>Peer review: Oscar</td>
<td>Galvan, Ch 13</td>
<td>Draft sent for peer review (OscarDraft.doc) by 11/1; peer review due 11/4 LastnameOscar.doc</td>
</tr>
<tr>
<td>7</td>
<td>11/12</td>
<td>Peer review: Amanda and Iton</td>
<td>Galvan, Ch 14</td>
<td>Draft sent for peer review (AmandaDraft2.doc; ItonDraft2.doc) by 11/8; peer reviews due 11/11: LastnameAmanda2.doc; LastnameIton2.doc</td>
</tr>
<tr>
<td>8</td>
<td>11/19</td>
<td>Peer review: Morgan and Pam</td>
<td>Galvan, sample lit reviews</td>
<td>Draft sent for peer review (PamDraft2.doc; MorganDraft2.doc) by 11/15; peer reviews due 11/18: LastnamePam2.doc; LastnameMorgan2.doc</td>
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<tr>
<td>11/26</td>
<td></td>
<td>Thanksgiving – No Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>12/3</td>
<td>Peer review: Oscar Next steps</td>
<td>Galvan, review as needed</td>
<td>Draft sent for peer review (OscarDraft2.doc) by 11/29; peer review due by 12/2 LastnameOscar2.doc</td>
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<tr>
<td>Finals Week</td>
<td>Final papers due Wednesday, December 9th by midnight</td>
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GRADING COMPONENTS AND CRITERIA
This course is a combination of readings, lectures, class discussions, and peer feedback. Each
week, students are asked to complete a peer review assignment for homework; these should be substantive and offer areas for improvement, point to where further clarification and/or elaboration is needed, as well as noting strengths. Assignments should be sent to the person receiving the peer feedback cc’ing me at jos@uoregon.edu by midnight the Wednesday before class and should use the following file name: YourLastNamePeer'sFirstName.doc(x).

The final paper for Research Writing I is the final draft of the literature review for your dissertation proposal, due by midnight on the Wednesday (12/9) of finals week.

Final grades will be based on the following elements:
1. Weekly peer review assignments (8 worth 5 points each) 40%
2. Final Paper 40%
3. Attendance/participation 20%

**STUDENT ENGAGEMENT INVENTORY**

Graduate students are expected to perform work of higher quality and quantity, typically with forty hours of student engagement for each student credit hour. For this course, the following table shows the number of hours a typical student would expect to spend in each of the following activities:

<table>
<thead>
<tr>
<th>Educational activity</th>
<th>Hours student engaged</th>
<th>Explanatory comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course attendance</td>
<td>7.5</td>
<td>9 class meetings of 50 minutes each</td>
</tr>
<tr>
<td>Assigned readings</td>
<td>10</td>
<td>Galvan text</td>
</tr>
<tr>
<td>Writing assignments</td>
<td>22.5</td>
<td>Includes peer reviews as well as own writing</td>
</tr>
<tr>
<td>Total hours</td>
<td>40</td>
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**ATTENDANCE AND ABSENCE GUIDELINES**

Attendance is required to succeed in this course and master the course material. If a student does miss class, it is the student’s responsibility to get class notes and handouts or other distributed materials. Contact the instructor in case of illness or emergencies that preclude completing assignments as scheduled or attending class sessions. Please email the instructor prior to class if you are going to be absent. If no prior arrangements have been made before class time, the absence will be unexcused.

**EXPECTED CLASSROOM BEHAVIOR**

Classroom expectations include:
- Arrive on time, prepared for class.
- Attend for the duration of class.
- Participate actively in class activities.
- Respect the diversity of cultures, opinions, viewpoints in the classroom.
- Listen to fellow students, the professor, and guest lecturers with respect.
• Return from breaks in a timely manner.
• Do not use laptops for email, surfing, or other activities unrelated to class.
• Turn off cell phones and other electronic devices.
• Racist, homophobic, sexist, and other disrespectful comments will not be tolerated.

DIVERSITY
It is the policy of the University of Oregon to support and value diversity. To do so requires that we:
• Respect the dignity and essential worth of all individuals.
• Promote a culture of respect throughout the University community.
• Respect the privacy, property, and freedom of others.
• Reject bigotry, discrimination, violence, or intimidation of any kind.
• Practice personal and academic integrity and expect it from others.
• Promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

DOCUMENTED DISABILITY
Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Accessible Education Center, please see http://aec.uoregon.edu

MANDATORY REPORTING
UO employees, including faculty, staff, and GTFs, are mandatory reporters of child abuse when the employee has “reasonable cause to believe any child with whom the employee comes in contact has suffered abuse or that any person with whom the employee comes in contact has abused a child.” UO employees, including faculty, staff, and GTFs, also are mandatory reporters of prohibited discrimination when the employee obtains “credible evidence that any form of prohibited discrimination by or against students, faculty or staff is occurring.” “Prohibited discrimination” includes discrimination, and discriminatory harassment, including sexual harassment and sexual assault. This statement is to advise you that that your disclosure of information about child abuse or prohibited discrimination to a UO employee may trigger the UO employee’s duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting:
https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message
http://around.uoregon.edu/mandatoryreporting
ACADEMIC MISCONDUCT POLICY

All students are subject to the regulations stipulated in the UO Student Conduct Code (http://conduct.uoregon.edu). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

ADDITIONAL POLICY ON ACADEMIC HONESTY

Because you will be pulling together ideas and information from a range of different kinds of sources (including both popular press, the internet and scholarly journals) it is going to be very important that you summarize the main ideas in your own words, and attribute correctly any direct quotes or significant ideas from anyone else. Here is what the UO policy on academic dishonesty has to say about plagiarism on the Teaching Effectiveness Program's website: "Plagiarism is the inclusion of someone else's product, words, ideas, or data as one's own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, such as footnotes. Expectations may vary slightly by discipline. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. On written assignments, if verbatim statements are included, the statements must be enclosed by quotation marks or set off from regular text as indented extracts.

A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness. Indebtedness must be acknowledged whenever:

1. One quotes another person's actual words or replicates all or part of another's product;
2. One uses another person's ideas, opinions, work, data, or theories, even if they are completely paraphrased in one's own words;
3. One borrows facts, statistics, or other illustrative materials--unless the information is common knowledge.

Unauthorized collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. If in doubt, consult the instructor or seek assistance from the staff of the Teaching and Learning Center (68 PLC, 346-3226). In addition, it is plagiarism to submit as your own any academic exercise (for example, written work, printing, computer program, art or design work, musical composition, and choreography) prepared totally or in part by another. Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor.
(http://tep.uoregon.edu/workshops/teachertraining/learnercentered/syllabus/academicdishonesty.html)
CONFLICT RESOLUTION
Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnesses bias, unfairness, or other improper treatment. It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education, you can contact Angie Whalen, Assistant Dean for Academic Programs and Student Services, at 346-2898 or awhalen@uoregon.edu; Lauren Lindstrom, Associate Dean for Research and Academics, at 346-1399 or lindstrm@uoregon.edu; or Surendra Subramani, student advisor, at 346-1472 or surendra@uoregon.edu.
- Outside the College, you can contact:
  - UO Bias Response Team: 346-1139 or http://bias.uoregon.edu/whatbrt.htm
  - Conflict Resolution Services 346-0617 or http://studentlife.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx
  - Affirmative action and Equal Opportunity: 346-3123 or http://aaeo.uoregon.edu/

GRIEVANCE POLICY
A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (https://education.uoregon.edu/academics/student-grievance) or enter search: student grievance.

IN CASE OF INCLEMENT WEATHER
In the event the University operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university’s schedule will be posted on the UO main home page (in the “News” section) at http://www.uoregon.edu. Additional information is available at http://hr.uoregon.edu/policy/weather.html.

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted on Blackboard or via email. During periods of inclement weather, please check Blackboard and your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.

COURSE INCOMPLETE POLICY
Students are expected to be familiar with university policy regarding grades of “incomplete” and the time line for completion. For details on the policy and procedures regarding incompletes, Please see: https://education.uoregon.edu/academics/incompletes-courses.