**Spring 2015, Dissertation Methods Apprenticeship**

**EMPL 610, CRN 31939, 36640, 36642, 36645, & 36648 – 4 credits**

**THURSDAY, 5-7:50 PM, 115 LOKEY**

To test a hypothesis for significance is relatively easy. Finding a significant hypothesis to test is much more difficult.
- Alan Edwards

*All other things being equal, the simplest solution is always best.*
- Occam’s Razor

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<th>Instructor:</th>
<th>Office Location:</th>
<th>Communication:</th>
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<tr>
<td>Michael Bullis, Ph.D.</td>
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<tr>
<td>Dept. of Educational Methodology, Policy &amp; Leadership</td>
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**Office Hours:**
Thursday, 2-4 pm, or by appointment

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**Purpose of the Class**

The purpose of EDLD 610, “Dissertation Apprenticeship,” is to provide each doctoral student in the DEd program a structured opportunity to progress toward completing their (a) dissertation proposal and (b) a power point (ppt) presentation on the proposal. The nature and scope of the dissertation proposal will be determined, in part, by your interests and professional opportunities, your advisor’s preferences, the proposed composition of the doctoral dissertation proposal committee, the logistics of the proposed study, the scope of the proposed dissertation study, etc.

I will believe that I have been successful in teaching this course if, at the end of the term, you each have a (a) written dissertation proposal that is really close to the final draft, (b) ppt you could use in the proposal meeting to describe your project/study, and (c) familiarity regarding what you will do next to complete the proposal and finish your dissertation.

**Required Readings and Materials**

Because the content of this course is determined in large part by the choices you have made in choosing a dissertation topic and the research methods you will employ, I do not require any particular textbook or readings. I list recommended readings below that you can consult if you need references on various research methodologies.


http://moodle.technion.ac.il/pluginfile.php/367640/mod_resource/content/1/Donald_T._%28Don ald_T._Campbell%29_Campbell,_Julian_Stanley-Experimental_and_Quasi-Experimental_Designs_for_Research_Wadsworth_Publishing%281963%29%20%281%29.pdf


*University of Oregon, Graduate School, Thesis and Dissertation Guidelines*.

https://gradschool.uoregon.edu/thesis-dissertation

*University of Oregon, Graduate School, Thesis and Dissertation Style and Policy Manual*.


Please note that you will be writing and presenting during class time, so you must bring your own computer to each class.
ASSUMPTIONS

I assume the following –

✓ You have completed the initial draft of your Literature Review. The review provides the foundation for your proposal and the methods you will describe to address your topic and associated research questions.

✓ You have been thinking about and working on the research methods for your study.

✓ Before beginning the course, you will meet with your advisor and have a clear (really clear) idea of what she or he wants for the structure of your proposal.

✓ The description of the Methods you will craft in this class will be no longer than 20 pages. The Literature Review could be of a similar length, and may be much shorter. Note that appendices are not included in the narrative and could add additional pages to your proposal.

✓ You will reference written material according to the Publication Manual of the American Psychological Association (6th Ed.) -- the APA manual. Be sure to use this manual as the reference for all of your writing assignments. When in doubt, check a good, desk-version American English dictionary for spelling and the APA manual for grammatical rules. Always check the changes made by any software program.

✓ You will edit written work carefully before submitting it for review.

✓ You will complete and submit assignments on time, UNLESS I give approval.

THROUGHOUT THE COURSE YOU WILL -

✓ Work with your advisor to gain advice and input on the development of your proposal and receive written approval of your proposal at two designated points during the term.

✓ Receive (a) feedback, input, and direction on the preparation of the format and content of your proposal and (b) technical advice on selected topics specific to the preparation of their dissertation proposal.

✓ You will present your proposal at assigned days and times and receive feedback from both me and other students I will assign to review your proposal and ppt.

✓ Review other student’s proposals and ppts at different points in the class.

✓ Make sustained progress toward completing your dissertation proposal and a ppt presentation regarding your proposal that you could (will) use in your proposal meeting.
YOU ARE EXPECTED TO -

- Secure written approval from your advisor regarding the suitability and structure of your proposal. You must secure that approval, using the form at the end of the syllabus, no later than the end of the 1st week of the spring term and preferably before the term starts.

- Prepare a dissertation proposal that meets the requirements of your advisor, the Department of Educational Methodology, Policy, and Leadership’s graduate and doctoral standards, and the Graduate School at the University of Oregon.

- Secure written approval from your advisor at the end of the course that the dissertation proposal and ppt describing that proposal is acceptable for the purpose of scheduling your proposal in the near future and either in final or close to final form. This approval must be secured before I will assign a grade for the course.

- Participate actively in reviewing other student’s proposals and ppts.

CLASS MEETINGS

Dissertation Apprenticeship will meet regularly throughout the spring term. You are expected to work continuously on your proposal outside of class.

I will schedule individual meetings with each student in the first part of the term to review your literature review and method sections and to discuss any concerns or questions you have regarding the research methods you intend to use for your dissertation. Depending upon the way the individual meetings fall, I will cancel either Class 2 or Class 3.

All students will be scheduled to present in class on their dissertation proposal during Classes 4-8. The initial ppt and initial written proposal will reflect the work completed to date; be assured that I do I understand that your first drafts and ppts will be a “work in progress.”

I will provide detailed feedback on both the initial drafts of the ppt and written proposal. As I discuss later, I will assign students to review the draft proposal and to share their feedback in class. All students will review the ppt presentations. I will collate and provide all of the feedback to both the student and his or her advisor to guide further refinement of the proposal and ppt.

Classes 9 and 10 and the day/time scheduled for the course final during finals week, will be reserved for students to present their revised ppt describing their study. Students will review each final ppt.

CLASS ATTENDANCE

Students are required to attend class either "in situ" at the site or as part of a webinar/call in. If you cannot attend a class, please contact me by 5:00 PM of the day before the class meeting of your planned absence and arrange an alternative plan. The agreement to miss class and make up any assigned work by a particular date must be in written form, an e-mail between us will suffice for this purpose.
**Advisor Approvals**

As I stated earlier, you are to secure written approval from your advisor that (a) you have both agreed upon a structure for your proposal and (b) the subject you will address in your dissertation proposal and the literature review you have completed are acceptable as a foundation for this course and your to-be-completed dissertation proposal. *That approval must be granted no later than the end of the 1st week of spring term and preferably before the term starts.*

By the end of the spring term, you will submit your complete proposal and final ppt to your advisor for input and feedback. *You must secure written approval of the complete proposal and ppt from your advisor before I will process your grade for the class.*

The forms for the approvals are included at the end of this syllabus.

**Proposals, Presentations, and Reviews**

All students will develop drafts of their written proposal and a ppt summarizing their proposed study that will be reviewed once during Classes 4-8. Based on that feedback and your continued work on your proposal, all students will present a final ppt on their respective studies during either Class 9, Class 10, or the day/time scheduled for the final exam for the course during finals week. The revised, final written draft of the proposal is due by COB of Monday of finals week.

When you are assigned to present your study in class for initial review Classes 4-8, you will present for no more than 30 minutes, followed by student reviews, my own review, and then questions by other students. In total, the presentation and review process will take roughly 1-hour. I will schedule 2-3 presentations and reviews per class.

You must submit your written proposal and ppt to both the assigned student(s) reviewer(s) and me by 5 pm on the Monday before the class in which you will present. You will submit both documents through Black Board or the UO’s learning management system through the designated links.

At the beginning of the term I will assign (a) students to review one another’s proposals and (b) times when each student will present their respective proposals to the entire class. Student(s) assigned to review your proposal must complete a review of your proposal and provide oral feedback of both the strengths and weaknesses of the proposed study.

I believe it critical that you share feedback to one another in a professional and direct manner. I strongly believe that “blind” or anonymous reviews make “brave people out of cowards” and the reviews you share with another should be both collegial and helpful. I don’t think it is right for the reviews to be overly positive and devoid of critical feedback. No project/study is perfect and pointing out the holes in a project will help to make a good project/study better.

All students will critique the ppt presentation on the review form attached at the end of the syllabus, completed reviews will be submitted directly to me. I will collate the collective reviews and send them to the student and advisor to guide further revision and development.
During Classes 9 and 10, plus the day and time scheduled for the final exam, students will present their revised proposals and ppts again. That is, all students will present the revised ppt during those classes and all other students will again critique each ppt. Because of the earlier, extensive review and discussion of the initial drafts of the proposals and ppts, these final presentations should take less time (roughly 30-minutes), so I will schedule 2-4 presentations for those classes.

The final written proposal will be due by 5 pm on Monday of finals week. You will submit the final written version through the UO’s learning management system. Please note that (a) the system will check each document for plagiarism.

**Grading**

This class is offered only for a grade, but before I assign a grade you must complete the following requirements.

- ✓ Complete all assignments on time.
- ✓ Complete all reviews of other student’s proposals and ppts.
- ✓ Have no unexcused absences.
- ✓ Secure the required approvals from your advisor.

As long as you complete all of the above requirements, your grade will be based on the final versions of your written proposal and the ppt. I will grade both products based on the two templates provided in the back of the syllabus. To receive a grade for the course I must first receive written approval from each advisor that the written proposal is acceptable.

I will apply the following standards in assigning a grade –

- ✓ A – Average of 1.5 or less on the final written proposal and the ppt.
- ✓ B – Average of 2.5 to 1.51 on the final written proposal and the ppt.
- ✓ No Pass – Average greater than 2.51 on the final written proposal and ppt.

I will assign an INCOMPLETE only in two cases. First, there may be an emergency that could cause a student to not complete the required work in the spring term. In such instances, students should notify me that such circumstances exist. Upon notification, we will develop a course completion contract, which must be in place by Class 9.

Second, I will not assign a grade until the advisor approves the written proposal. In the absence of that approval, I will assign an I and change the I to a grade as soon as I receive that approval.

**Policies**

**Attendance**

I expect you to attend class regularly and contribute to our collective discussions and reviews. You must contact me in case of illness or emergencies that preclude attending class sessions. Messages can be left on my voice mail or e-mail at any time of the day or night, prior to class. If no prior arrangements have
been made before class time, the absence will be unexcused and any assignment due in that class may not be accepted.

If you are unable to attend due to a personal and/or family emergency, contact me as soon as possible. I will determine whether the emergency qualifies as an excused absence.

**ACADEMIC MISCONDUCT**

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

**CONFLICT RESOLUTION**

Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness, or other improper treatment. It is important to exhaust the available administrative remedies including discussing the conflict with the specific individual, contacting the Department Head, or contacting the Associate Dean for Academic Affairs.

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/programs/crs/
- Affirmative Action and Equal Opportunity: 346-3123 or http://aaeo.uoregon.edu/

**DIVERSITY**

It is the policy of the University of Oregon, the college, and my own strong position, to support and value diversity. Accordingly, I expect that we all will –

- 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 me within the first two weeks of the term. The documentation of your disability must come in writing from the Disability Services in the Office of Academic Advising and Student Services. For more information on Disability Services, please see http://ds.uoregon.edu/
**Expected Classroom Behavior**

- Participating in class activities
- Respecting the diversity of cultures, opinions, viewpoints in the classroom
- Listening to fellow students, professors, and lecturers with respect
- Arriving on time, prepared for class
- Turning off your cell phone
- Attending for the duration of class; not reading other materials, books, newspapers
- Racist, homophobic, sexist, and other disrespectful comments will not be tolerated.

**Grievance**

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 ([http://education.uoregon.edu/feature.htm?id=399](http://education.uoregon.edu/feature.htm?id=399)) or enter search: student grievance.

**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](http://www.uoregon.edu) [http://www.uoregon.edu/](http://www.uoregon.edu/). 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 the learning management system and your email regarding cancellation. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you.
### Class Schedule, Activities, & Assignments

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<th>Class</th>
<th>Activity</th>
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| 1     | - Overview of class/syllabus  
       | - Products - Structure  
       | - APA writing (lecture) | - Individual meetings  
       | - Advisor Approval (Draft)  
       | - Schedule – Draft Proposals & ppt |
| 2     | - Threats to Internal Validity  
       | - Research Designs  
       | - Research Weaknesses  
       | - Assign presentation/review schedule | - Individual meetings |
| 4     | - Presentation & Reviews | - Proposal, ppts, reviews |
| 5     | - Presentation & Reviews | - Proposal, ppts, reviews |
| 6     | - Presentation & Reviews | - Proposal, ppts, reviews |
| 7     | - Presentation & Reviews | - Proposal, ppts, reviews |
| 8     | - Presentation & Reviews | - Proposal, ppts, reviews |
| 9     | - Final Presentations & Reviews | - ppts, reviews |
| 10    | - Final Presentations & Reviews | - ppts, reviews |
| **Final Exam** | - Final Presentations & Reviews | - Final Proposal (Monday by 5pm)  
       |  | - ppts, reviews  
       |  | - Advisor Approval (Final) |
Advisor Approval of the Proposal Structure

I have met and talked with this student regarding my expectations for their dissertation, the methods they intend to employ in that study, and the structure and length of their dissertation proposal.

Based on my discussion with the student, I approve that the student move forward to develop the proposal. The student and I also have discussed and agreed upon the recommended structure of the dissertation proposal.

________________________________________________________________________________

Student’s Name (Please Print)

________________________________________________________________________________

Student’s Signature

________________________________________________________________________________

Advisor’s Name (Please Print)

________________________________________________________________________________

Advisor’s Signature
Final Approval of the Proposal and Power Point by Advisor

I have read this student’s final dissertation proposal. I believe it is appropriate and of sufficient quality to use as the basis for the final revisions that will lead to the dissertation proposal.

I understand that my approval must be given before the student will be assigned a grade for the Dissertation Apprenticeship class.

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1. Requirements

✓ Follows APA Style
✓ Title Page
✓ Is no longer than 40-pages (excluding tables, figures, appendices)

2. Introduction/Case Argument: A B NP

✓ Makes the case for the importance of the study
✓ Presents a clear purpose statement
✓ Integrates the Literature Review cleanly and precisely into the proposal
✓ Integrates the Literature Review cleanly and precisely with the Methods
✓ Ends with a research question(s)

3. Overview: A B NP

✓ 1 or 2 paragraph summary of the study

4. Theory: A B NP

✓ Brief description of a theory for the study
✓ Theory fits the research purpose and questions
✓ Figure depicting the theory

5. Setting & Participants: A B NP

✓ Description of the setting in which the study will take place
✓ Description of the subjects’ demographic characteristics
✓ Description of subject recruitment
✓ Description of subject assignment to experimental conditions
✓ Recruitment and assignment could be completed practically

6. Design: A B NP

✓ Design “fits” the research question(s)
✓ Description of the design
✓ Figure (placed outside of text) presenting the design
✓ Design could be implemented practically in the research setting
7. Independent Variable(s): A B NP

✓ IV “fits” the research question
✓ Description of IV (e.g., length of intervention & classes)
✓ Description of implementation
✓ Fidelity of Implementation
✓ IV could be administered practically in the research setting

8. Dependent Variable(s): A B NP

✓ DVs “fit” the research question
✓ Psychometric characteristics of each DV
✓ Administration procedures for each DV
✓ DVs could be administered practically

8. Analysis: A B NP

✓ Analysis “fits” the research question(s)
✓ Description of each analysis relative to research question(s)
✓ Null hypothesis for each comparison – OR – hypothesis to be examined
✓ Alpha level/comparison - OR – (see last criteria in section)
✓ Power and effect size/ comparison - OR – (see last criteria in section)
✓ Description of data analysis to answer research question(s)

9. Anticipated Results: A B NP

✓ Description of anticipated results by Research Question
✓ Implications for research
✓ Implications for practice

The greatest strength of this proposal was –

The greatest weakness of this proposal was -
1. Requirements

- No more than 15 slides
- No longer than 30-minutes
- Clear overview/description of the proposed study

2. Introduction & Overview: A B NP

- Makes the case for the importance of the study
- Presents a clear purpose statement
- Ends with a research question(s)
- Presents a clear overview of the proposed study

3. Theory: A B NP

- Brief description of a theory for the study
- Theory fits the research purpose and questions
- Figure depicting the theory

4. Design: A B NP

- Design “fits” the research question(s)
- Description of the design
- Figure presenting the design
- Design could be implemented practically in the research setting

5. Setting & Participants: A B NP

- Description of the setting in which the study will take place or has taken place
- Description of subject recruitment
- Description of subject assignment to experimental conditions
- Recruitment and assignment could be completed practically

6. Independent Variable(s): A B NP

- IV “fits” the research question
- Description of IV (e.g., length of intervention & classes)
- Description of implementation
- Fidelity of Implementation
- IV could be administered practically in the research setting
7. Dependent Variable(s): A B NP

- DVs “fit” the research question
- Psychometric characteristics of DVS/objective data collection
- Administration procedures for each DV/objective data collection
- DVs could be administered practically/data collection is practical

8. Analysis: A B NP

- Analysis “fits” the research question(s)
- Description of each comparison
- Null hypothesis for each comparison
- Alpha level for each comparison
- Power and effect size for each comparison
- OR -
- Description of data analysis for each research question

9. Anticipated Results: A B NP

- Description of anticipated results by Research Question
- Implications for research
- Implications for practice

The greatest strength of this presentation/ppt was –

The greatest weakness of this presentation/ppt was -