



## EDD 615 Dissertation Proposal Seminar

Summer 2009  
Benecia 1025



### Instructors

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Class SacCT site: <http://online.csus.edu>

### Class Dates

Friday, 5/29, 5:30-9:00	Friday, 7/10, 5:30-9:00
Saturday, 5/30, 8:00-5:30	Saturday, 7/11, 8:00-5:30
Friday, 6/5, 5:30-9:00	Friday, 7/17, 5:30-9:00
Saturday, 6/6, 8:00-5:30	Saturday, 7/18, 8:00-5:30
Friday, 6/19, 5:30-9:00	Friday, 7/31, 5:30-9:00
Saturday, 6/20, 8:00-5:30	Saturday, 8/1: 8:00-5:30

### Course Overview

Welcome to EDD615. EDD615 is primarily a workshop course. The goal of this course is to help you through the next stage of your dissertation writing process—the dissertation proposal (the first three chapters of your dissertation). You'll draft and revise your proposal and receive individualized feedback from peers and the instructors. By the end of the course you will not only have a full draft of your dissertation proposal, but you will improve as a reader, writer, and researcher and gain an awareness of what works best in your own reading, writing, and researching processes. You will also have a chance to practice for your dissertation proposal defense.

### Learning Outcomes

Upon completion of the course, students will:

- Gain a better understanding of the conventions and expectations of a dissertation
- Develop their reading, writing, and researching processes
- Complete a dissertation proposal

Activities for achieving these learning outcomes will include classroom discussion, analysis of model dissertations, full-class workshops, electronic discussion board post responses to class readings, and drafting, revising, and editing of the dissertation proposal.

## Texts

Required:

Clark, Irene. *Writing the Successful Thesis and Dissertation: Entering the Conversation*. Englewood Cliffs, New Jersey: Prentice Hall, 2006.

Recommended:

*APA Style Manual*, 6<sup>th</sup> Edition. American Psychological Association, 2009.

## Attendance and Participation

Because much of the learning in this class will take place during classroom discussions, peer workshops, and one-on-one conferences, regular attendance and participation is essential. **You will get one “freebie” absence. If you miss more than one course, your grade will be lowered by one letter.** It’s important that you submit all required drafts for peer responses and one-on-one conferences. On days we are discussing *Writing the Successful Thesis and Dissertation*, please bring it to class.

## University Writing Center

As you continue to work on your dissertation after you’ve completed this course, we encourage you set up regular appointments at the University Writing Center. The University Writing Center offers free one-on-one tutoring for all CSUS students in fall and spring. To make an appointment or a series of appointments, visit the Writing Center in CLV 128 or call 278-6356. For current Writing Center hours and more information, visit the Web site at [www.csus.edu/writingcenter](http://www.csus.edu/writingcenter).

## Assignments

### Discussion Board Posts

Before each class you will write an informal, exploratory **200-300 word** post to the class Web site electronic discussion board, responding to one of the chapters we’re reading in *Writing the Successful Thesis and Dissertation* and/or responding to a specific prompt. Don’t worry about grammatical correctness or organization: these are informal and exploratory responses, and the content is what matters—the depth and quality of your thinking. We will evaluate and respond to these posts on a check-plus (“A”), check (“B”), or check-minus (“C”) basis, and at the end of the course the average grade of your posts will make up 15% of your final grade in the course. Posts made after the class in which we discuss the articles you’re responding to will not receive credit.

### Dissertation Rhetorical Analysis Assignments

The goal of the dissertation rhetorical analysis assignments is for you to get a better understanding of the conventions of each chapter of the dissertation proposal (Chapter 1, 2, and 3) by analyzing an example of each chapter from a dissertation similar to the one you are writing. You will find a dissertation on a topic similar to your own using the Dissertation and Theses Full text Index under “Research Tools” at <http://library.csus.edu/guides/rogenmoser/edphd/bettysproject.html> and write three 3-4 page (double-spaced)

rhetorical analyses (one analysis paper for each chapter of the proposal). You will analyze rhetorical features like organization, style, tone, integration of primary and secondary sources, amount and type of primary and secondary sources, use of headings, chapter titles, etc. Cite specific examples from the dissertation you are analyzing to explain your analysis. The dissertation rhetorical analysis assignments will make up 15% of your final grade in the course—5% for each chapter analysis. Due dates:

- Rhetorical analysis of Chapter 1: due 6/5
- Rhetorical analysis of Chapter 2: due 6/19
- Rhetorical analysis of Chapter 3: due 7/17

### **Dissertation Proposal**

The primary assignment for this course is the completion of a “final” draft of your dissertation proposal—the first three chapters of your introduction. These chapters are the introduction, literature review, and research methods. You will be expected to take the proposal through multiple revisions, as well as final editing for clarity. A dissertation is the primary document that certifies the PhD and represents your participation in your field as a scholar at the highest level—therefore, expectations for your writing and researching will be high. Although there will be high expectations for your proposal, there will be plenty of help during the writing process in the form of peer and instructor response. The dissertation proposal will make up 70% of your final grade in the course. The dissertation proposal will be due on 8/1

**Your final course grade will be broken down the following way:**

Dissertation proposal .....70%	Rhetorical analysis of Chapter 1 .....5%
Discussion board posts .....15%	Rhetorical analysis of Chapter 2 .....5%
	Rhetorical analysis of Chapter 3 .....5%

### **Grading Rubric**

#### **An “A” student:**

- Completes all assignments and discussion board posts
- Submits all required drafts
- Puts significant effort into drafting, revising, and editing
- Puts significant effort into responding to their peers’ drafts
- Participates fully in class discussions

#### **A “B” student:**

- Is late turning in assignments and/or misses discussion board posts
- Is late submitting required drafts
- Does not put adequate effort into drafting, revising, and editing
- Does not put adequate effort into responding to their peers’ drafts
- Rarely participates in class discussions

#### **A “C” student:**

- Does not turn in an assignment and/or misses discussion board posts
- Fails to submitting required drafts
- Puts minimal effort into drafting, revising, and editing
- Puts minimal effort into responding to their peers’ drafts
- Does not participate in class discussions

# Syllabus

5/29

Homework: SacCT post  
Bring your prospectus to class on 5/30

Introductions  
Course description and syllabus  
Submitting drafts  
Using SacCT  
Discussion of writing processes: writing habits, getting started,  
Discuss excerpts from an example dissertation  
Generate rhetorical analysis assignment rubric

5/30

Homework: SacCT post  
Clark, Chapters 1, 2, 4, 5

Discussion of writing processes: drafting and revising  
Discussion of reading processes  
Discussion of reading strategies  
Rhetorical analysis of Chapter 1 examples  
In-class writing: zero-draft of Chapter 1

6/5

Homework: SacCT post  
Clark, Chapter 6

Turn in rhetorical analysis of Chapter 1  
Generate list of workshop questions for Chapter 1  
Class workshop: rough draft of Chapter 1

6/6

Homework: SacCT post  
Discussion of writing processes: time/stress management  
Rhetorical analysis of Chapter 2 examples  
Class workshop: rough draft of Chapter 1

6/19

Homework: SacCT post  
Clark-Chapter 9

Turn in rhetorical analysis of Chapter 2  
Generate list of workshop questions for Chapter 2  
Class workshop: rough drafts of Chapter 2

6/20

Homework: SacCT post

Discussion of writing processes: editing and proofreading  
Class workshop: rough drafts of Chapter 2

7/10

Homework: SacCT post

Re-introductions  
Discussion of the data gathering process: research methodologies, purposes, design

7/11

Homework: SacCT post  
Rhetorical analysis of Chapter 3

Discussion of ethical issues to consider when conducting research  
Human Subjects Review  
Rhetorical analysis of Chapter 3 examples

7/17

Homework: SacCT post

Turn in rhetorical analysis of Chapter 3  
Generate list of workshop questions for Chapter 3  
Class workshop: rough drafts of Chapter 3

7/18

Homework: SacCT post

Class workshops: rough drafts of Chapter 3  
Discussion of practical issues to consider when conducting research  
Discussion of implementing the research plan

*7/31*

Homework: SacCT post  
Dissertation Proposal

Discussion of dissertation proposal defense  
Class workshops: proposal defense practice

*8/1*

Turn in dissertation proposal  
Class workshops: proposal defense practice  
Final wrap-up: issues, concerns