



EDF 701 Doctoral Seminar  
Summer 2019, 1 credit  
July 24-26, 9:00am-4:00pm  
Centerra Campus

**Professor Information**

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**Course Description**

Focus of the seminar changes. It helps doctoral students to identify research methods, dissertation topic and design, conceptual framework, hypothesis, research and writing strategies. Repeatable.

**Outline of Course Topics**

- Introduce Foundational Principles of Research Design
- Overview of Research Methods and Questions
- Critical Evaluation of Research Literature
- Choosing an Area of Investigation and Appropriate Methodology

**Course Objectives for Summer 2018**

- Students will begin a formative list of research areas for their dissertation
- Students will prepare and provide a comparison of two research articles on a chosen area
- Students will create a thorough summary and critique of one leading article in a subfield of their choice.

## Course Requirements:

- Critically and thoughtfully read all assigned articles and texts for the course.
- Participate fully in class discussions and peer critiques.
- Demonstrate completion of all course objectives.

## Policy Statements

### ➤ **Accommodations Statement**

Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit [www.unco.edu/dss](http://www.unco.edu/dss) as soon as possible to ensure that accommodations are implemented in a timely fashion.

### ➤ **Inclusivity Statement**

The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples' perspectives, behaviors, and worldviews may be different from their own.

### ➤ **Academic contact hour policy:** The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week (e.g., preparation, homework, studying).

### ➤ **School of Teacher Education Charter:**

**8.1 Student expectations:** Students have a responsibility for their own learning, which includes knowing course expectations and being prepared for class. Students enrolled in all STE courses are expected to:

- demonstrate professional integrity in classes and field experience settings;
- complete at least two hours of outside work per week per credit hour;
- know and follow the UNC Student Handbook, and the Honor Code;
- utilize campus resources (i.e., library, Writer's Lab, Math Lab, Student Technology Center, etc.) as needed or required;
- recognize that the faculty member is the primary resource for questions regarding the course requirements, student expectations, and evaluation;
- and adhere to APA style, citation, ethical principles for research and writing.

### ➤ **Classroom Management Statement:** Membership in the academic community places a special obligation on all members to preserve an atmosphere conducive to a safe and positive learning environment. Part of that obligation implies the responsibility of each member of the UNC community to maintain an environment in which the behavior of any individual is not disruptive.

It is the responsibility of each student to behave in a manner that does not interrupt nor disrupt the delivery of education by faculty members or receipt of education by students, within or outside the classroom. The determination of whether such interruption/disruption has occurred must be made by the faculty member at the time the behavior occurs. It becomes the responsibility of the individual faculty member to maintain and enforce the standards of behavior acceptable to preserving an atmosphere for teaching and learning in accordance with University regulations and the course syllabus.

At minimum, a student will be warned if his/her behavior is considered by the faculty member to be disruptive. Serious disruptions, as determined by the faculty member, may result in immediate removal of the student from the instructional environment. Significant and/or continued violations of this policy may result in an administrative withdrawal of the student from the class.

Additional responses by the faculty member to disruptive behavior may include a range of actions from discussing the behavior with the student to referral to the appropriate academic unit and/or the Office of Student Life for administrative review in an effort to implement corrective action up to and including suspension or expulsion from the University.

- **Academic Integrity:** The University takes an extremely serious view of violations of academic integrity. As members of the academic community, UNC's administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process.

Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.

Instructors are encouraged to check written assignments for plagiarism. All instances of plagiarism/forgery including graduate course incidents are to be reported with evidence to STE Director, Director of the School where the student's major is housed, CEBS Dean, and the Dean of Students. Incidents are also to be reported to the Dean of Graduate School.

Although the faculty member retains the right to assign penalty for the initial offense, the minimal penalty for plagiarism and academic dishonesty is no credit for the assignment. Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation.

- **Honor Code:** All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides

the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

**Professional Standards Addressed in this Course**

**The American Educational Studies Association (AESA) Standards:**

**Standard I:** *Social Foundations of Education refers to a field of educational study that derives its character and methods from a number of academic disciplines, combinations of disciplines, and area studies, including: history, philosophy, sociology, anthropology, religion, political science, economics, cultural studies, gender studies, LGBTQ studies, comparative and international education, educational studies, educational policy studies, as well as transdisciplinary and interdisciplinary approaches. The purpose of Social Foundations of Education study is to bring these disciplinary, interdisciplinary, and transdisciplinary resources to bear in developing interpretive, normative, and critical perspectives on education both inside and outside of schools. (I.1, I.2, I.3, I.4, I.5, I.6, 1.7)*

**Standard II:** *Professional preparation leading to initial teacher certification and/or licensure shall include studies (at least one course, preferably two or more) in the foundation of education as described in Standard I. The **interpretive perspective** assists students in examining and explaining education within differing contexts, the meaning, intent, and effect of educational institutions. The **normative perspective** assists students in examining and explaining education in light of value orientations. The **critical perspective** assists students in examining and explaining education in light of its origins, major influences, and consequences.*

**Bases for Course Grade**

<b>Evidence</b>	<b><u>Approximate percentage of grade</u></b>	<b>Due Dates</b>
Class Activities	75%	Daily
Summary and Critique	25%	August 4

**Method of Evaluation**

The following grading scale will be used to assign a final course grade:

94 – 100% = A	93 - 90% = A-	89 - 87% = B+
86 – 84% = B	83 – 80% = B-	79 - 77% = C+
76 – 74% = C	73 – 70% = C-	69 – 67% = D+
66 – 64% = D	63 – 60% = D-	59 – 0% = F

**Required Text**

Egbert, J. & Sanden S. (2014). *Foundations of Education Research*. Routledge Press.

Other readings assigned by the professor are available on Canvas.

## Course Structure

This seminar style course is driven by educational discourse and collaborative work. Students are expected to bring to class each day thoughtful questions and the course texts, as well as the intangible energy necessary to improvise, create, synthesize, etc.

## Course Policies

- All work is due on the date specified. Late work will not be accepted unless agreed upon **in advance** by the professor.
- All written work must be proofread for grammar and mechanics.
- All students and the professor will respect the opinions of others and engage in respectful, professional discourse. All class participants will model democratic practices of encouraging others to speak/participate; holding ourselves accountable to being open minded; and allowing all perspectives and voices to be heard.

## Daily Schedule (Weds, Thurs, Fri 7/25-7/27)

### July 24, 2019

What are YOUR problems and how should we think about answering them?

Three cohorts together

Library Orientation

Letter of Progress

Research Poster Presentations (Cohort VI)

Theorist Presentations (Cohort V)

Reception at PF Chang's 5-7pm

**Due Today: Nothing**

### July 25, 2019

Disquietudes vs. Problems

Searching for Relevant Literature

Comparing Research – what commonalities do you notice?

Building a methodological foundation

Jon Shaw's Orientation

**Due Today: Brief Comparison piece**

### July 26, 2019

Reading Egbert and Sanders

Paradigms, Epistemologies, and Theories

Working with Articles of Different Methods

Seeing What Is Not There

Substantial Hands-On Work Time (individual and small-group)

**Due Today: Appendix A Presentations**