

**Education 622: Proseminar in Higher Education**  
**Fall 2022**  
**Center for the Study of Higher and Postsecondary Education**  
**University of Michigan**

Professor: Lisa R. Lattuca

Office: 2117C School of Education Building

Email: llatt@umich.edu

Class: Wednesdays, 9:00 to 12:00 in the CSHPE Conference Room (Room 2114)

Office hours by appointment: Please use this [calendar link](#) or contact Baljit Kaur ([kbaljit@umich.edu](mailto:kbaljit@umich.edu)) to set up an appointment

**LAND AND LABOR ACKNOWLEDGMENT**

“The University of Michigan is located in the Huron River watershed, on land stewarded by Niswi Ishkodewan Anishinaabeg: The Three Fires People who are the Ojibwe, Odawa, and Bodewadmi. As we work, live, and learn on these territories we must keep in mind the ongoing effects of colonization, the communities’ struggle for self-determination, colonial state violence and the recognition of Indigenous sovereignty. Through scholarship and pedagogy we work to create a future in which the past is thoroughly understood and the present aims to enhance social justice while enacting an ethic of care and compassion.”

[Cited](#), with gratitude to University of Michigan’s *The Inclusive Campus Collaborative* (<https://sites.lsa.umich.edu/inclusive-teaching/home/about-us/>)

**COURSE DESCRIPTION AND LEARNING OBJECTIVES**

This course offers an introduction to Higher Education as a field of study and to educational research as source of knowledge and a genre of inquiry. As an applied field, Higher Education draws on multiple disciplines to explore and understand educational phenomena and issues, and at its best, translates the research and theory it generates into ways of understanding, informing, and evaluating practice and policy.

Three overarching goals guide the design and conduct of your educational experiences in this Proseminar. These are described here, and following the description of all three goals, distilled into a few key learning objectives for the course. The first of these goals is to engage you as an active participant in discussions about the foundations, nature, conduct, and quality of educational research. This work has two related purposes. The first is to prepare you for further studies and research experiences in your doctoral program, while the second has an eye toward your preparation for your post-graduate roles – whether those includes work as faculty members, administrators, educators, policy makers, researchers, evaluators.

A second objective is to provide you with time and space to explore your own research interests, whether these are emerging or strongly seated. All of your written work in the course and some of our discussions will be focused on empirical studies that you personally choose to read and to share with us.

The third and final goal is to assist you in becoming an engaged member of the CSHPE and higher education communities by making apparent many of the norms and expectations of study in the Center for the Study of Higher and Postsecondary Education (CSHPE) and the field of higher education more generally. The norms and expectations related to research are always changing and Prosem is a space for making these norms and expectations visible, to reflect on them, and at times, to challenge them as well. Accordingly, in addition to your reading, presentations, and written assignments for this course, your ongoing “assignment” is to observe, to reflect on your experiences as you begin your doctoral studies, and to bring your questions about what you are experiencing in CSHPE and the School of Education to class, so we can talk about what you are learning about the Center, the higher education research community, and the School of Ed culture.

***Learning Objective 1: Develop a foundation of knowledge about inquiry in education.***

- Understand the evolution of social science inquiry and the foundational norms and values of past and current approaches to research.
- Consider the components of education research design, i.e., methodologies and methods and how these align (or not) in a study.
- Examine and reflect on the affordances and constraints of past and current approaches to educational research.
- Critically read and evaluate research on higher education topics.

***Learning Objective 2: Explore your research interests***

- Begin, or continue, to explore a research topic of interest to you
- Develop ways to organize your knowledge and thoughts about that topic of interest.
- Identify important boundaries and questions related to your research topic.
- Identify avenues for deepening your knowledge in this area.

***Learning Objective 3: Prepare for productive engagement in research communities.***

- Identify the norms and expectations of doctoral students in the higher education program.
- Identify strategies for successful engagement in CSHPE and the field.
- Become familiar with the types of reading, thinking, inquiring, analyzing, and writing necessary for success in CSHPE and in your post-graduate work.
- Identify ways to enhance your knowledge and skills as you move through your doctoral program.

**REQUIRED READINGS**

There is one required text for this course:

- Loseke, D. (2017). *Methodological Thinking: Basic Principles of Social Research Design* (2<sup>nd</sup> ed.). Los Angeles: Sage.

All other chapters, articles and documents that appear in the syllabus will be posted on the Canvas course site or can be accessed via a specified webpage.

In this course, we will be reading texts carefully and closely, and referencing sections of articles and chapters in class. If you are not already aware of how your reading and notetaking approaches support your learning, this will be a good moment to start. For example, highlighting text is typically not sufficient for the kind of detailed and intensive reading you will need to do in this course, other courses, and in your own research. You will find that making notes on a paper or digital copy of an article or chapter helps you read carefully and closely.

I recommend that you either use an application that allows you to easily and effectively annotate digital texts (e.g., Zotero, Mendeley), or that you download and print readings posted on CANVAS so you can make marginal notes, pose questions, and summarize ideas in preparation for class discussions. We will be using the texts in class, so having them in front of your, with your notes, will facilitate our discussions and support your learning.

#### **EXPECTATIONS AND REQUIREMENTS**

This is a *very* small doctoral seminar. For it to be successful, everyone needs to feel welcome and able to actively participate in our class meetings. We will jointly develop some criteria for building this learning community so that works for all of us and I will ask you to tell me, individually or collectively, how I and we can best meet your needs and if that is not happening.

All of this is to say that while I have designed our course activities and assignments and selected *most* the readings, the quality of our learning is our collective responsibility. To achieve our collective learning goals, I ask you to fully engage with the ideas presented in the readings as well as with each other's ideas. Please feel free to think out loud during class sessions – learning is a process and an inherently social process – so please come to class willing to test and question ideas that are new to you, to ask questions of me and your colleagues, and to engage in critical discussions of what we read. Our time together will be satisfying and beneficial if we learn about, and from, each other.

Since we seek to create a true scholarly *community*, we are all expected to approach the ideas that we encounter with genuine respect and interest. Constructive dialogue that invites many perspectives on a topic or idea is our best route to informed, well-considered, and defensible judgments and conclusions.

Note that I wrote that I have selected most of the readings for the course. I will ask you to assign us all a reading, and to guide us through it, later in the semester. That, and other assignments are describe in the next section.

### **OVERVIEW OF ASSIGNMENTS**

The assignments for this course are briefly described below. I will provide more detailed descriptions of each assignment to guide your work as the assignment due dates approach. We will also discuss the assignments in class before they are due.

The course assignments are designed to build your ability to read and critique research. We will focus primarily on research conceptualization (problem statements and conceptualizations) and methods. Later course will provide opportunities to read theory and using it in research in your concentration area.

We begin by reading and discussing the foundations of social research (of which education research is part). With some historical context in place, we will begin to examine elements of the research process (e.g., identifying significant research questions, reviewing literature, conceptualizing studies, collecting data), and we will use examples of research on higher education to anchor our explorations and discussions.

As we build this foundation, you will identify and *begin* to explore a research topic of interest to you. This project will be your major assignment for the course. You will complete it in phases so you can get feedback from me and your peers along the way. In short, the assignment asks you to a) select a research topic and frame a research question, b) identify a small set of empirical studies (research articles) related to the topic, c) read, summarize, and critique each article, d) synthesize what can be learned from these articles, and finally e) evaluate your learning and what it means for your pursuit of this research topic. By the end of the term, you will see what questions arise for you about the topic and literature and identify your next steps (e.g., additional readings, refined research directions, choosing courses, conducting a pilot study) as you continue your studies in the program.

### **Class Participation**

A seminar course places significant responsibility on students to prepare and to engage with the readings and with colleagues each week. Please review the schedule of readings in advance and schedule sufficient, focused reading time to prepare for each class meeting. **Class participation will contribute 35 percent of your final grade.** A rubric explaining the participation grading criteria will be posted on Canvas. **Please let me know in advance if you must miss a class session so I may plan accordingly.**

### Student-led Journal Article Discussions

During the term, we will be reading and discussing journal articles to practice the skills of reviewing, summarizing, and evaluating research studies. We will select these based on your research interests and our conversations in class. I have chosen the articles for the first part of the semester, but you will choose articles for four weeks of the term. For that reason, this version of your syllabus does not yet list the articles we will read.

The student-led article discussion is opportunity to practice some of the reading and reviewing skills and approaches we use in class – and to guide us through an article that you choose for us – in a supportive learning environment. I am happy to help you decide what we will read, if that would be helpful to you. In addition, I will not grade you on the presentation, but rather this assignment counts toward your overall participation grade. Feel free to tell us what you understood about the study, and also to raise questions about what you may not have understood. I will also encourage a discussion of the extent to which there is alignment among the components of the study (i.e., research questions, theoretical framing, methods, and discussion) as well as the quality of the work overall.

### **Written Assignments**

The main assignment for this course is a seminar paper based on a set of related articles on a research topic of your choice. This assignment has two main goals: 1) to give you further practice in understanding, synthesizing, and critiquing empirical studies; and 2) to *begin* to build your knowledge of a research area of your choice. This assignment should also help you think about a program of reading on this topic -- and perhaps, if you stick with this topic, about how you might continue to explore it in future CSHPE and/or cognate courses and your qualifying papers.

Further instructions for each phase of this assignment will be provided on the Canvas course management system as each due date approaches. I will also provide assessment rubrics to guide your work for these assignment and use these to provide feedback to you. I also encourage you to meet with me along the way so I can answer questions and provide specific guidance. Here is an overview of each of the four phases of the seminar paper.

#### Assignment 1: Proposal for Research Topic Exploration

Initial proposal due Monday, October 10

Revision and set of articles due Friday, October 21.

Early in the term, I will ask you to identify a specific topical area that you will become the focus of your final paper for the course. We can refine this over time. This first step toward your seminar paper area is a one- to two-page proposal for your Seminar Paper that 1) identifies and briefly describes the topic you want to explore, 2) explains its significance to higher education research, practice, policy, and/or theory, and 3) presents an initial set of readings. This initial proposal is due Monday, October 10.

For ideas, you might return to the research and/or personal statements you wrote for your admissions application – or more recently, the Biographical Information GoogleDoc you completed for this course. As you consider different topics, think about how much you know about the issues or problems you identified – from your reading as well as your work or personal experiences. Is there an aspect of one of these topics would like to explore for this course?

I will ask everyone to meet with me at least once between September 29 and October 8 to discuss your proposed topic and answer your questions. In our meeting(s), we will think through the scope and focus of your paper with the goal of identifying a cohesive set of 7 to 10 empirical articles that you will review for your Seminar Paper.

Generally, we make some changes to the initial set of readings, so if you make changes to your initial proposal, please submit a revised proposal that address any refinements in the topic that we discussed in our meetings or correspondence. Also please include your final list of empirical articles by Friday, October 21. **This is an ungraded assignment.**

#### Assignment 2: Article Review – Monday, October 31

Recall that one overarching learning goal for this course is to provide you with opportunities to practice critical reading of empirical educational research – where critical means identifying both strengths and weaknesses of a study. Your Article Review paper is an early opportunity to use your existing and developing research skills and knowledge in a written review of a journal article. In this paper (6-8 pages), you will apply what you are learning in a review of one of the journal articles that you have selected for your research paper. Please submit your review and a copy of the article you reviewed. This assignment, which is designed to contribute to your final Seminar Paper, is due on October 31. As usual, I will provide an assessment rubric for this assignment so you will understand my expectations and the criteria that I will use to evaluate your work. This assignment is worth 15% of your final grade.

#### Assignment 3: Two article summaries (Review Spreadsheet) Due Monday, November 7

This is another ungraded assignment. The primary goal is to ensure you make progress toward your Seminar Paper by reviewing two of the articles you chose for that paper. You will use an Excel spreadsheet or similar software to do this assignment so that you develop the habit of reading for, documenting, and organizing the important information that you will need to write your Seminar paper. This kind of documentation will also help you as you move to more extensive reviews of relevant literature for your Qualifying Papers and dissertation. I will provide a sample worksheet that you can use as is or adapt to fit your needs and preferences.

Because this assignment is ungraded, there is no assessment rubric. Instead I will make provide notes on your spreadsheet with your first two annotations and return that quickly to you so the feedback will be helpful to you as you continue your reading.

#### Assignment 4: Categorization Memo & Spreadsheet - Due Tuesday, November 22

By this time, you will have reviewed at least three of the articles you will use for your final paper. Your next task is to review all the remaining articles for the next written assignment and write a short “categorization memo” (two to four pages) about how you plan to *organize* your discussion of these studies in your Seminar Paper. The goal is to identify the most meaningful similarities and differences among the studies – for example, the conceptual frameworks used, the methods utilized, or the findings themselves. Since the goal of this paper is to facilitate your thinking, learning, and you will need time to think through different options for organizing your Seminar Paper so that it offers a synthesis and evaluation of what you have read and learned. This assignment contributes 10% of your course grade. Your categorization memo and completed spreadsheet (which includes all your article summaries) are both due on Tuesday, November 22.

#### Assignment 5: Seminar Paper

All this reading and thinking culminates in your final assignment, your Seminar paper, which is due on Monday, December 12. Your paper may not exceed 20 pages of text (12 pt Times Roman, one-inch margins, excluding title page, any endnotes, and references). Although 20 pages may sound sufficient, synthesizing a set of articles and explaining what you have learned from them can be a challenging task. The goal is to avoid describing each, one after another, but rather to synthesize and evaluate the set of articles as a whole. Your completed paper will contribute 35% to your course grade, and an assessment rubric will be posted on Canvas.

Together the assignments related to your Seminar Paper (article review, categorization memo and seminar paper) account for 50% of your course grade.

#### Assignment 6: Reflection on a selected session of the ASHE annual meeting

Since the pandemic, the Association for the Study of Higher Education, one of several academic conferences that focus on higher education research, has provided a “virtual ticket” to the conference that provides access to selected live and recorded research paper sessions. **To enable your participation, CSHPE will pay your registration fee for the virtual ticket to the ASHE conference (November 17 to 19). I ask that you attend at least one online session during this time – but feel free to attend more if you find sessions of interest!**

I will provide a GoogleDoc so you can share some information on one or more of the sessions you attended with your peers and me. (It’s fine if some of you attend the same sessions; it will be interesting to see how your reflections on the sessions are similar or different.) You can comment on what you learned about the topic and the questions it raised for you, on the professional practices that you observed and/or engaged, for example, how authors choose to present their work and how participants in the session interacted; the role of the discussant or chair; the ways in which the papers presented in

the session were linked; and/or your overall assessment of the research. The berth is wide; write what is of most interest to you!

My strong suggestion is to write your notes in the GoogleDoc as or after you attend a session; you can return to it later if you'd like, but this will allow you to complete the assignment quickly. **Your reflection is due on Monday, November 21 and counts for 5% of your grade.**

### **SCHEDULE OF ASSIGNMENTS**

All assignments for the course are due on the dates posted in this syllabus. If you have a pressing commitment that prevents you from submitting your assignment on the due date, please let me know in advance so we can identify an alternative due date. This discussion should be *no less one week in advance of the due date unless unexpected circumstances arise*.

<b><u>Course Requirements</u></b>	<b><u>Due Dates</u></b>	<b><u>% of Grade</u></b>
Class participation	ongoing	35%
Initial proposal for research paper	Monday, 10/10	ungraded
Revised proposal and article list	Friday, 10/21	ungraded
Journal article review	Monday, 10/31	15%
Two article summaries for final paper	Monday, 11/7	ungraded
ASHE Conference GoogleDoc notes	Monday, 11/21	5%
Categorization memo & final spreadsheet	Tuesday, 11/22	10%
Seminar paper	Monday, 12/12	35%

**Format:** All written assignments will conform to APA (American Psychological Association) style for citations and references. Written assignments must be double-spaced, 12-point Times Roman, with one-inch margins.

**Due Dates:** These due dates are intended to get you started early and continually making progress on your paper. If you are concerned about meeting a due date, please talk with me in advance.

Deferred (or “incomplete”) grades for the course are not advisable, particularly given U-M’s very short semester break, which leaves little time to complete coursework and get some needed time for rest and self-care. If you anticipate the need for an “Incomplete” for the course, please set up a meeting with me by December 1 so we can identify a plan and due date(s) that serves you well. Of course, if an emergency occurs after this, please contact me as soon as you can.

### **EVALUATION**



In general, assignments will be evaluated using the following criteria:

- demonstrates a complex understanding of social research as a kind of inquiry
- quality of discussion, analysis, argumentation, and elaboration of important ideas
- organization (logical progression of ideas and arguments)
- clear and engaging writing
- balanced, critical discussion of ideas or arguments
- effective use of relevant literature to support claims
- integration of ideas across readings.

These criteria will be further explained in the assessment rubrics that I will use to evaluate your work, and that I will provide to you in advance of the due date of the assignment. ***Please consult the rubric before you begin writing your assignments so you understand the expectations for each.***

**Grading Scale:** The scale used for determining final course grades will be:

A	3.8 - 4.0	C+	2.49 - 2.69
A-	3.5 - 3.79	C	2.1 - 2.39
B+	3.2 - 3.49	C-	1.8 - 2.0
B	3.0 - 3.19	D	1.5 - 1.79
B-	2.7 - 2.99	F	Below 1.5

**ACADEMIC INTEGRITY:**

You are expected to comply with the [Rackham Policy on Academic Integrity](#). Academic dishonesty includes, but is not limited to, falsifying or fabricating information, plagiarizing the work of others, facilitating or failing to report acts of academic dishonesty by others, submitting work done by another as your own, submitting work done for another purpose to fulfill the requirements of a course, or tampering with the academic work of other students. If you are unsure what constitutes a violation of academic integrity, please come talk with me.

**ACCOMMODATIONS FOR STUDENTS WITH DOCUMENTED NEEDS**

Please contact me if you require accommodation to support your learning in this course due to the impact of a disability, visible or nonvisible. Some aspects of this course and the way I teach may be modified to facilitate your participation and progress. If you have already established accommodations with Services for Students with Disabilities (SSD) regarding your needs, please let me know what your required accommodations are at your earliest convenience so we can work together to meet your needs in this course. If you have not yet established accommodations through SSD and you have a temporary or permanent condition that requires accommodation, please contact SSD as soon as possible. I will treat any information you provide as private and confidential. See [this page](#) for information from the Office of Services for Students with Disabilities.

**RELIGIOUS OBSERVATION**

This class observes University defined holidays. Because other days may be of more significance to you than a University-designated holiday, please inform me as soon as possible if a class day or due date for a class assignment conflicts with your observance of a holiday that is important to you. I will work with you to accommodate your needs.

### **GENDER IDENTITY**

All people have the right to be addressed and referred to in accordance with their personal identities. We've already shared some information about ourselves on the biographical form. Please let us know what name that you prefer to be called and the pronouns you use. Students can and should indicate their personal pronouns via Wolverine access, using the *Gender Identity* tab under *Student Business*.

### **MENTAL HEALTH AND STUDENT WELL-BEING**

During their academic careers, students experience stressors and issues ranging from academic concerns to personal crises (including, but not limited to alcohol/drug use, anxiety, depression, difficulty eating/sleeping, family worries, loss/grief, sexual assault, or strained relationships). These mental health concerns and/or personal events may affect your well-being and lead to diminished academic performance and ability to fully engage with those around you. Below you will find some resources that are available to you. If I can be helpful to you in this regard, please let me know. And, if the source of your stress is academic, we can find solutions together. Seeking help is a courageous thing to do for yourself and those who care about you.

For personal concerns, U-M offers the following resources:

- Counseling and Psychological Services (CAPS) – At this time, the SOE does not have an embedded SOE counselor. Until we do, we recommend that you reach out to Laura Monschau, the embedded CAPS Counselor in Rackham (734-764-8312; [lauralm@umich.edu](mailto:lauralm@umich.edu)). You can also call 734-764-8312; for after-hours urgent support, call and press 0.
- Office of Student Conflict Resolution - 734-936-6308; offers multiple pathways for resolving conflict
- Office of the Ombuds - 734-763-3545; students can raise questions and concerns about the functioning of the university.
- Services for Students with Disabilities (SSD) - 734-763-3000; accommodations and access to students with disabilities
- Sexual Assault Prevention and Awareness Center (SAPAC) - confidential; 734-764-7771 or 24-hour crisis line 734-936-3333; addresses sexual assault, intimate partner violence, sexual harassment, and stalking
- Spectrum Center - 734-763-4186; support services for LGBTQ+ students
- Trotter Multicultural Center - 734-763-3670; intercultural engagement and inclusive leadership education initiatives

- [University Health Service \(UHS\)](#) - 734-764-8320; clinical services include nurse advice by phone, day or night
- [Well-being for U-M Students website](#) - searchable list of many more campus resources
- [Wolverine Wellness](#) - confidential; 734-763-1320; provides Wellness Coaching and much more

## SCHEDULE OF READINGS AND ASSIGNMENTS

### Week 1: August 31

#### Introduction to the Course, Doctoral Study, and Research in Higher Education

#### ASSIGNMENT DUE: Biographical Info Form (Due Tuesday, August 30)

#### CANVAS

Loseke, D. R. (2017). Exploring the world of social research design. In *Methodological Thinking: Basic Principles of Social Research Design* (2<sup>nd</sup> ed.) (pp. 1 -16). Los Angeles: Sage.

Sverdlik, A., Hall, N. C., McAlpine, L., & Hubbard, K. (2018). The PhD Experience: A review of the factors influencing doctoral students' completion, achievement, and well-being. *International Journal of Doctoral Studies*, 13, 361-388.

<https://doi.org/10.28945/4113>

### Week 2: September 7

#### Research Methodologies, Part 1

#### TEXT

Loseke, D. R. (2017). Chapter 2 - Foundations

#### CANVAS

Moses, J. W. & Knutsen, T. L. (2019). Introduction. In *Ways of Knowing: Competing Methodologies in Social and Political Research* (3<sup>rd</sup> ed.). (pp. 1-14). London: Red Globe Press.

*Continued on next page*

Moses, J. W. & Knutsen, T. L. (2019). The naturalist philosophy of science. In *Ways of Knowing: Competing Methodologies in Social and Political Research* (3<sup>rd</sup> ed.). (pp. 15-43). London: Red Globe Press.

Recommended if the problem of racial bias in research is relatively new to you  
Scheurich, J. J. & Young, M. R. (2002). Coloring Epistemology: Are Our Research Epistemologies Racially Biased? In J. Scheurich (Ed.) *Anti-Racist Scholarship: An Advocacy* (pp. 51–73). New York: State University of New York Press.

**Week 3: September 14**  
**Research Methodologies, Part 2**

**TEXT**

Loseke, D. R. (2017). Chapter 8 - Summary (Read pp. 127-132)

**CANVAS**

LeCompte, M. D., & Schensul, J. J. (2010). Paradigms for framing the conduct of ethnographic research. In *Designing and Conducting Ethnographic Research: An Introduction* (2<sup>nd</sup> edition) (pp. 54-73). New York: AltaMira Press.

Moses, J. W. & Knutsen, T. L. (2019). A constructivist philosophy of science. In *Ways of Knowing: Competing Methodologies in Social and Political Research* (3<sup>rd</sup> ed.). (pp. 168-201). London: Red Globe Press.

Hart, M. (2010). Indigenous worldviews, knowledge, and research: The development of an Indigenous research paradigm. *Journal of Indigenous Social Work*, 1(1), 1-16.

Hill Collins, P. (2000). Black feminist epistemology. In *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment* (2<sup>nd</sup> Ed.). NY: Routledge.

**Week 4: September 21**  
**Concepts and Conceptual Frameworks**

**To Do – Begin to think about a research topic for your Seminar Paper**

**CANVAS**

Davies, S. & Rizk, J. (2018). The three generations of cultural capital research: A narrative review. *Review of Educational Research*, 88(3), 331–365, DOI: 10.3102/0034654317748423

Gerring, J. (1991). What makes a concept good? A criterial framework for Understanding concept formation in the social sciences. *Polity*, 31(3), 357-393.

Jaccard, J. & Jacoby, J. (2010). The nature of understanding. In *Theory Construction and Model Building Skills: A Practical Guide for Social Scientists*, (pp. 6-21). NY: Guilford Press.

Ravitch, S. M. & Riggan, M. (2017). Introduction to conceptual frameworks. In *Reason and Rigor* (2<sup>nd</sup> ed.), (pp. 1-19). Los Angeles: Sage.

**Week 5: September 28**  
**Research Questions and Literature Reviews**

**TO DO:** Schedule a meeting with Lisa between September 30 and October 8 to discuss your paper proposal.

Please go to my [calendar](#) and look for “Proseminar Appointments”

**TEXT**

Loseke, D. R. (2017). Chapter 3 - Research Questions

Loseke, D. R. (2017). Chapter 4 - Literature Reviews

**CANVAS**

Boote, D. & Beile, P. (2005). Scholars before researchers: On the centrality of the dissertation literature review in research preparation. *Educational Researcher*, 34(6), 3-15.

Esterhazy, R., de Lange, T., Bastiansen, S. & Wittek, A. L. (2021). Moving beyond peer review of teaching: A conceptual framework for collegial faculty development. *Review of Educational Research*, 91(2), 237–271 DOI:<https://doi.org/10.3102/0034654321990721>

Garcia, G. A., Nunez, A., & Sansone, V. A. (2019). Toward a multidimensional conceptual framework for understanding “servingness” in Hispanic-Serving Institutions: A synthesis of the research. *Review of Educational Research* 89(5), 745-784  
DOI: <https://doi.org/10.3102/0034654319864591>

Maxwell, J. A. (2006). Literature reviews of, and for, educational research: A commentary on Boote and Beile's "Scholars before researchers." *Educational Researcher*, 35(9), 28-31.

**Week 6: October 5**  
**Measurement, Data, and Samples**

**Due Monday, October 11: Initial Research Paper Proposal**

**TEXT**

Loseke, D. R. (2017). Chapter 5 - Measurement

Loseke, D. R. (2017). Chapter 7 - Sampling

**CANVAS**

Cohen, E. D., & McConnell, W. R. (2019). Fear of fraudulence: Graduate school program environments and the impostor phenomenon. *The Sociological Quarterly*, 60(3), 457–478. <https://doi.org/10.1080/00380253.2019.1580552>

Perez-Felkner L., Nix, S. & Thomas, K. (2017). Gendered pathways: How mathematics ability beliefs shape secondary and postsecondary course and degree field choices. *Frontiers in Psychology*, 8:386. doi: 10.3389/fpsyg.2017.00386

Small, M. L. (2009). 'How many cases do I need?': On science and the logic of case selection in field-based research. *Ethnography*, 10, 5-38.

RESOURCE: Article Review Table

Evaluative questions to keep in mind as you read

RESOURCE: How the Prosem assignments fit together

A preview

**Week 7: October 12**

**Reading Quantitative Research and Seminar Paper Discussion**

**DUE Friday October 21: REVISED research Proposal with Article Set**

**TEXT**

Loseke, D. R. (2017). Chapter 6 - Data Generation

**CANVAS**

Kim, J. & Weiderspan, M. A. (2021). Evaluating South Korea's introduction of an income contingent loan program. *Research in Higher Education*, 62, 1–25  
doi.org/10.1007/s11162-019-09579-3

**Week 8: October 19**

**Reading Qualitative Research**

***DUE Friday October 21: REVISED research Proposal with Article Set***

**CANVAS**

Leyva, L.A., Taylor McNeill, R., Marshall, B. L., & Guzmán, O. A. (2021). "It Seems like They Purposefully Try to Make as Many Kids Drop": An analysis of logics and mechanisms of racial-gendered inequality in introductory mathematics instruction. *The Journal of Higher Education*, 92(5), 784-814, DOI: 10.1080/00221546.2021.1879586

Reich, J. A. (2021). Power, positionality, and the ethic of care in qualitative research. *Qualitative Sociology*, 44, 575-581.

Tracy, S.J. (2010). Qualitative quality: Eight "big-tent" criteria for excellent qualitative research. *Qualitative Inquiry*, 16(10), 837-851.

RESOURCE: Article Summary worksheets – a tool for your Seminar paper and beyond

**Week 9: October 26**

**Research Integrity and Student-led Journal Article Discussion**

***DUE Monday October 31: Journal Article Review***

**CANVAS**

TO BE DETERMINED: Student-selected article

AERA Code of Ethics -- focus on researcher responsibilities, graduate student protections

Bos, J. & van Steenberg, N. (2020) Perspectives. In *Research Ethics for Students in the Social Sciences*, (pp. 29-51). Netherlands: Springer. <https://doi.org/10.1007/978-3-030-48415-6>

**Week 10: November 2**

**Research Integrity and Student-led Journal Article Discussion**

***DUE: Research Article Spreadsheet - 2 annotations due Monday, November 7***

**CANVAS**

TO BE DETERMINED: Student-selected article

*Continued on next page*

Bos, J. (2020). Plagiarism. In *Research Ethics for Students in the Social Sciences* (pp. 56-80). Netherlands: Springer. <https://doi.org/10.1007/978-3-030-48415-6>

## Recognizing Plagiarism Tutorials

Please take the following tutorials on recognizing plagiarism

- Indiana University (via UM libraries): Recognizing Plagiarism Tutorials & Tests
  - <https://plagiarism.iu.edu/tutorials/>
  - Register for the Certification test:
  - <https://plagiarism.iu.edu/register.html>
    - The Certification Test
    - <https://plagiarism.iu.edu/certificationTests/index.html>

### **Week 11 – November 9**

#### **Student-led Journal Article Discussion and Seminar Paper Meetings**

***DUE: Categorization memo, Wednesday, November 23***

#### **Individual meetings and in-class work time**

#### **CANVAS**

READING TO BE DETERMINED: Student-selected article

RESOURCES: Categorization Memo – Ideas for organizing your Seminar Paper  
Final Paper Rubric – for discussion

### **Week 12 – November 16**

#### **No class Meeting – Virtual Attendance at ASHE Conference**

***DUE: GoogleDoc Comments on your ASHE conference experience***

***DUE: Categorization memo, Wednesday, November 23***

Please take the time to work on your Categorization Memo and spreadsheet

### **Week 13 – November 23**

#### **NO CLASS – THANKSGIVING BREAK**

### **Week 14 – November 30**

#### **Student-led Journal Article Discussion and Seminar Paper meetings**

***DUE: Monday, December 12 - Final Paper***

#### **CANVAS**

READING TO BE DETERMINED: Student-selected article



RESOURCE: Annual Doctoral Student Review  
A Preview and a prompt for reflection on the semester

**Week 14 – December 7**  
**Qualifying Examination Discussion and Semester Reflections**

***DUE: Monday, December 12 - Final Paper***

**CSHPE Student Panel:** Preparing for your Qualifying exams

**CANVAS**

YOUR CHOICE: Please choose one QPA exam to read

RESOURCE: Qualifying Papers guidelines