

**Graduate School of Education
University of Massachusetts Lowell**

Research Planning: Leadership 05.710/201

Fall 2008

Wednesday (9/3, 9/24, 10/22, 11/12, 12/3) and online

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A theme entitled *Education for Transformation* provides a conceptual framework that unifies programs at the Graduate School of Education. The mission of the University of Massachusetts Lowell is to promote and sustain regional economic development. The Graduate School of Education (GSE) contributes to this mission by developing professionals who help transform the region through leadership roles in education. The GSE's commitment to "Education for Transformation" produces graduates who:

- demonstrate excellent knowledge, judgment and skills in their professional fields;
- promote equity of educational opportunity for all learners;
- collaborate with other educators, parents and community representatives to support educational excellence;
- use inquiry and research to address educational challenges

Course Description and Purpose

The purpose of the course is to guide students through the qualifying paper, a structured literature review. The final outcome of the course is the formal submission of the qualifying paper for the Leadership in Schooling Program. Standards for the paper will be thoroughly reviewed in the course.

Research Planning: Leadership provides a transformative experience by promoting and scaffolding the knowledge, judgment and skill necessary to conduct a thorough literature review and present findings in the form of the qualifying paper. It builds on the qualities of educational equity and educational opportunity by supporting students as they identify issues and questions for future study. In this course doctoral students work collaboratively with the instructor and each other as they develop a thoughtful and cohesive written review of the literature in their area of study, students engage in inquiry and research throughout the course, and present their findings in the culminating project, the qualifying paper. Enrollment in the course is equivalent to enrollment in the qualifying paper. Only students who are at the appropriate stage of their program may enroll for the course.

The qualifying paper will be evaluated by the course instructor. In the event that there is a question about the quality and suitability of the paper, it will then be reviewed by a committee of faculty from the Leadership in Schooling Program.

Course Objectives

The objectives of this course are to:

- Develop a rigorous understanding of the genre known as the “literature review” and learn strategies that will assist you to conduct a strong literature review.
- Design and conduct a literature review on a topic related to your potential dissertation interests that demonstrates your competence in this genre and your understanding of the topics reviewed.
- Present the findings of the review in written form.

Course Philosophy

Consistent with the Leadership in Schooling doctoral program, the overarching philosophy of this course is to “use inquiry and research to address educational challenges.” We believe research to be a dynamic process that involves review of literature as a critical component of thoughtful inquiry. In this course (or the qualifying paper) we elevate and examine the genre of the literature review as we undertake to produce a worthy example of this form.

Literature Reviews are complex literary forms. Their production requires expert knowledge of electronic databases and professional search techniques, evaluation of diverse resources, understanding of academic publication forms and the ability to identify and compartmentalize different types of studies. This is in addition to the broad base of subject area knowledge that provides the foundation from which one can write such a review, as well as knowledge of research methodology that will allow one to critique a range of studies.

To novices, the form of the literature review may appear as a ‘black box’, that is, it is not readily visible to how the final product is achieved, and what interim steps the author may have taken to get to the polished endpoint. The purpose of “Research Planning: Leadership” is to make the interim steps more visible to students working with this new genre.

Course Overview

In this course you will be guided to identify topics for your literature review (based upon the interests you have for future dissertation work) and assisted with strategies for undertaking and conducting the literature review itself. In the end, however, you will be expected to produce a literature review that meets high standards for academic rigor and technical writing quality. This paper should be well on the way to being of the quality that would be acceptable as the literature review for your dissertation proposal.

Our meetings will be organized to provide you with opportunities to share your ideas, learn strategies for working on the literature review, and receive feedback on your evolving product. The course provides strong opportunities for collaboration; at the same time there is emphasis on student responsibility and independence.

Required Texts

Galvan, J.L. (2006). *Writing literature reviews: A guide for students of the social and*

behavioral sciences (3rd ed.). Glendale, CA: Pycszak Publishing.

American Psychological Association. Publication Manual of the American Psychological Association (5th ed.). Washington, DC: American Psychological Association.

Course Meetings

9/3/2008	Introduction to Course and the Standards of the Qualifying Paper
Online discussion module*	What is a literature review? What are the possibilities for my strands? <i>Reading – Writing Literature Reviews</i> <i>APA Publication Manual</i>
9/24	Solidifying Focus For Discussion: Paper Proposal
Online discussion module	How do I make sense of the strands? What are the challenges for doing the paper? Proposal due in drop box: 10/1
10/22	Exploring Resources and Fine Tuning Focus For Discussion: "Methodology Description" and "The Paper Outline"
Online discussion module	Have I reached saturation? What patterns do I see in the literature? Methodology description (draft) due in drop box, 10/31, Outlines due in drop box: 11/5 Developing the Paper.
11/12	Developing the Paper – Focused discussion
Online discussion module	Developing the first and consecutive drafts Drafts due in drop box for review: 12/1
12/3	Reviewing Drafts For Discussion: Revising and Editing
12/15	Submission of Qualifying Paper

* Assignments will include the submission of drafts of these materials, which will be exchanged, read, and critiqued online by course participants. All participants are expected to engage in regular, ongoing, and thoughtful discussions during the online modules. No fewer than two substantive postings should be submitted each week.

A rubric for the qualifying paper is included on the final pages of this syllabus.

In addition to these final products, students will be expected to attend on-campus

meetings, and keep an ongoing record of their search progress and the development of their literature review paper.

Online Meeting Space

To get to our meeting space, you will need the appropriate user ID and password, which will be provided to you. The URL for the website is:
<http://webboard.uml.edu/~Fall2008>

At the web site there will be information available to you on how to use it and where to go to find what you need. We will be working together in a series of modules between off-line classes.

As the course proceeds there will be assignments made that will assist you in the completion of the paper that you will be asked to post and share with others. We will discuss these materials in the off-line session.

Assignment Descriptions

Paper Proposal: A brief description of the proposed paper, identifying the issue of concern and the literature strands through which you will explore this concern.

Methodology Description: A brief description of the methods employed for the literature search and the patterns identified in the literature through the search. [This will include the search log you have been keeping online as you conduct the literature search.]

Paper Outline: An outline with headings of the paper (in appropriate APA format) with brief descriptions of the contents of each identified section.

Paper Draft: Draft of the paper for review.

Final Paper Submission: A professional quality manuscript that meets the standards for the 2nd comprehensive examination. The final paper will be submitted as part of the course portfolio.

Weekly Online Updates: A one-page update on the work you have done over the last week on literature inquiry and paper, detailing what has been done as well as issues or findings that have arisen in the course of that work. These should be written on your word processor and saved as a file in your online electronic portfolio.

Portfolio and Reflective Memo: Documentation of the course work will be presented in the form of a portfolio that will include all materials developed for the class, including the final paper.

Course Expectations and Grading

Students are expected to attend every session of the course and participate in the online activities. Absence at a planned course session may result in a lowered course grade. Two absences may result in automatic failure of the course.

All materials must be submitted on time. Failure to do so may result in a lowered course grade.

Grade	GPA	Point Structure	Comment
A+	4.0	99-100	Work of the highest professional standard demonstrating independent and exemplary performance
A	4.0	96-98	Excellent work demonstrating independent and high quality performance
A-	3.7	91-95	Very good work, indicating consistent and careful thought and attention to the task, but requiring some areas of improvement
B+	3.3	86-89	Good work, carefully executed for the most part, yet requiring several areas of improvement
B	3.0	80-85	Work of graduate standard, but omissions exist or careful analysis is not evident
Below Graduate Standard:			
B-	2.7	76-79	Effort is evident, but work indicates lack of understanding of the demands of the task
C+	2.3	70-75	Poor quality work with little attention to detail and the demands of the task
C	2.0	65-69	Work of very poor quality, indicating no understanding of the depth of analysis required
F	0.0	Below 65	Serious neglect or evidence of academic misconduct

If you require any type of accommodation, please come and talk with me.

Please notify me in writing regarding any potential conflicts between your religious observances and class meetings and assignment due dates.

Academic Integrity

Students are expected to adhere to the University's policies for Academic Integrity. These can be accessed at http://www.uml.edu/catalog/undergraduate/policies/academic_dishonesty.htm

Qualifying Paper - Rubric

Research Planning: Leadership

The paper will meet standards in three areas: Technical competence; research competence; analytic competence. Assessment in each area will be based upon whether the student:

- 4 Meets the standard with excellence
- 3 Meets the standard with strengths
- 2 Meets the standard adequately
- 1 Fails to meet the standard

Technical Competence	Assessment			
	4	3	2	1
<p>Is approximately 25 pages in length Conforms to the standards of APA. The writing is technically free of errors. The paper is logically organized, and the parts are cohesive. The author clearly identifies at least two strands of literature for the focus. The writing is of a level that would be acceptable for dissertation level work. Statements and assertions made throughout the paper are appropriately supported.</p>				
Research Competence	4	3	2	1
<p>The author presents a clear, detailed, and thoughtful description of the process entailed in the literature review. The author demonstrates skill in the inquiry techniques that will lead to a strong literature review. The author demonstrates a thorough understanding of the literature within each strand reviewed. The author provides evidence of understanding the patterning of the literature across that strand, including knowledge of the strengths and weaknesses, as well as the seminal works of the field.</p>				
Analytic Competence	4	3	2	1
<p>The author provides thoughtful analysis of the findings within and across the strands of literature reviewed. The author discusses the implications of the findings within and across cases. The author provides a compelling discussion of the significance of the findings and the issue under review.</p>				

11-12 points = A; 8-10 points = A/B; 5-7 points = B; 2-4 points = B/C; 1 point = C; 0 = F

GRADE A The paper is of excellent quality. The student's writing is concise and sophisticated. A student attaining a grade A is well equipped to begin developing a dissertation proposal. The student has shown that s/he is more than capable of the independence of thought required of a scholar.

GRADE AB The paper is of good quality. A student attaining a grade AB is certainly able to begin developing a dissertation proposal, but must recognize that there will be aspects of the work that will be particularly difficult, yet must be mastered.

GRADE B The paper is acceptable, but each of the dimensions above shows deficiency. The style of writing lacks sophistication and may contain many statements that are unsupported by research. A student

attaining a grade B may begin to develop a dissertation proposal, but must recognize that the work ahead will be demanding. The length of time before the proposal has reached an acceptable standard may be longer than the student anticipates.

BC/C

A student may receive a course grade of BC or C. However, a student who does not attain a grade B fails the qualifying paper.