

EDP 778-002
Seminar in Educational Psychology: Proposal Writing
Spring 1999 M 4-6:30 DH129

Rory Remer

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Course Description

This course will cover the preparation of dissertation and thesis proposals (although the skills and knowledge are equally applicable to the production of the dissertation/thesis itself).

Objectives

The primary objective of this course is the preparation of a dissertation (or thesis) proposal of adequate quality to be accepted by the student's committee with minor revision. To attain this objective the following sub-objectives will be addressed:

- 1) To learn the content, format and style of a proposal.
- 2) To gain command of APA style.
- 3) To improve writing facility, including:
 - a. Grammar
 - b. Spelling
 - c. Punctuation
 - d. Sentence Structure
- 4) To develop good proof-reading skills and discipline.
- 5) To learn to give good constructive feedback on the above mentioned components.

Principle Textbooks

American Psychological Association (1994). Publication manual of the American psychological association. Washington, D C: Author.

Gelfand, H., & Walker, C. J. (1990). Mastering APA style: Student's workbook and training guide (4th Ed.). Washington, DC: American Psychological Association. (GW)

Strunk, W., Jr., & White, E. B. (1979). The elements of style (3rd ed.). New York, NY: Macmillan. (SW)

In addition, articles and readings from journals will be assigned. Students will be expected to locate these materials in the library if they are not in the reserve area.

Evaluation

The only basis for evaluation will be the proposal produced.

The approach to be taken will be the cumulative development of skills and knowledge through application to the writing of the proposal. Over the semester students should be able to "put the pieces together" so that the final product will need little remediation/revision. Each component should be able to be perfected as we move through the steps, assuming students do the out-of-class assignments in a timely manner. The focus will be on both proposal content and writing skill development concomitantly (i.e., each week will have both a content and skill goal). Each week, the weekly "product" should be shared with and critiqued by the student's partner.

Grading

Grades will be assigned in accord with the following criteria:

- 1) No more than 20 errors total in both proposals submitted by the partnership and no more than 10 total errors on either of the two partnership proposals, guarantees an "A" grade;
- 2) No more than 40 errors total in both proposals submitted by the partnership and no more than 20 total errors on either of the two partnership proposals, guarantees a "B" grade;
- 3) More than 40 errors total in both proposals submitted by the partnership or more than 20 total errors on either of the two partnership proposals, is an unacceptable level of performance.

"I" Grades

Should a student receive an "I" grade, the following responsibilities accrue:

- 1) the student has one semester to complete the requirements to the stated level;
- 2) the student must file an "I" Contract Form and a Grade Assignment Form with the departmental secretary in DH245;
- 3) the student is wholly responsible for ensuring that the grade submitted is recorded appropriately with both the Graduate School and the Registrar's Office.

If, after a semester following the assignment of the "I" grade, the requirements as stated and agreed upon have not yet been satisfied, the instructor reserves the right to assign any grade, "A" through "E", as deemed warranted.

Tentative Course Schedule

<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Assigned Readings/Task(s)</u>
1	1/18	Overview/Syllabus Negotiation Skill Evaluation	Syllabus, Skill Evaluations
2	1/25	Types of Proposals, Personal Organization Overcoming Procrastination. APA Style	Proposal Outline Start Overview/Intro Chapter CW (1,2) PROPOSAL TOPICS DUE
3	2/ 1	Proposal Organization, Logic, Outlining	Start Literature Review
4	2/ 8	The Overview Heading Structure/Flow Inviting, Accepting and Using Feedback	CW (3) Common Mistakes Article
5	2/15	Review of Selected Literature/Search Strategies References and Citations Proofreading and Giving Feedback (The Buddy System)	Overview Chapter Done
6	2/22	Methods: Sample, Instruments, Operational Definitions, Experimental Hypotheses	CW (4) Literature Review Chapter Done
7	3/ 1	Methods: Statistical Hypotheses, Materials, Procedures	Summary Table Handout
8	3/ 8	Methods: Analyses, Summary Table Tables and Figures	Start Methods Chapter
9	3/15	SPRING BREAK	
10	3/22	Abstracts, Tables of Contents, Lists of Tables and Figures, Appendices Correspondence	Summary Table Done
11	3/29	Submitting and Editing Copies and File Coordination	Methods Chapter Done
12	4/ 5	Typical Mistakes/Strategies to Avoid/ Overcome	Start Appendices
13	4/12	Other Practical Problems	Appendices Done
14	4/19	Open Discussion	Proofing and Editing
15	4/26	Summary/Closure FINAL PROPOSALS DUE	