**EDUC 3009 Supervised Practitioner Inquiry**

Fall 2018

**Course Instructor Teaching Assistant**

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**Office Hours**

By appointment only

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**Course Description**

This course is designed to train students in the EdD program to conduct a comprehensive and systematic analysis of professional research literature to support doctoral level writing projects, such as dissertation proposals, dissertations, or dissertations in practice (DIP). This includes an evaluation of primary sources, such as literature published in peer-reviewed, refereed journals. The course is designed to provide guidance to students as they develop the foundation and framework to construct their inquiry projects.

**Course Goals**

* To provide students with a clear understanding of how to conduct a review of scholarly and professional literature
* To provide students with a framework to develop a literature review
* To help students understand the importance of the literature review as the foundation of conducting research and practice-based inquiry
* To help students understand the connection between the literature review and other components of writing
* To encourage students to think critically about empirical research and scholarly work to provide students with an understanding of the importance of the literature review in academic and practice-based writing

**Course Learning Objectives**

* To understand general guidelines for analyzing and reviewing literature
* To understand how to synthesize literature
* To learn how to respond to feedback
* To complete a 15-page literature review that will serve as a foundation for an inquiry project

**Required Texts**

Booth, Wayne C., Gregory G. Golomb, and Joseph M. Williams. (2016). *The craft of research.* 4th Edition. Chicago: University of Chicago Press. (available online via Pittcat)

Cohen, L., Manion, L., and Morrison, K. (2018). *Research Methods in Education. 8th Edition.* New York, NY: Routledge. (available online at PittCat)

Galvan, Jose L. (2014). *Writing literature reviews: A guide for students of the social and behavioral sciences.* 6th Edition. Glendale, CA: Pyrzcak Publishing.

**Course Grades**

Final grades for this class will based on a satisfactory/no pass scale; no letter grade will be assigned.

**COURSE POLICIES**

*Deadlines:*

All assignments are due on the date assigned. Late assignments will not be accepted unless prior arrangements have been made with the instructor. Written assignments must be submitted by 11:59pm on the due date. **All written assignments must be emailed directly to TA and course instructor on due date. The TA will review and return the assignment with edits within 72 hours of receipt.**

*Written Assignments:*

All written assignments must use **Times New Roman 12-point font and have a 1” margin** throughout. Papers are to be of professional quality and free of spelling, grammatical, and typographical errors. Assignments must follow the format guidelines in the 6th edition of the *Publication Manual of the American Psychological Association (APA)*. This includes the grammatical and usage rules suggested by the APA. If you need assistance with APA, please do not hesitate to ask the instructor or TA.

All written assignments must use scholarly sources, which are defined primarily as empirical articles (those that are found in peer-reviewed journals and are research-based) and scholarly books (those written by notable scholars in their discipline). Newspapers, magazines, blogs, online posts, and social media should be used minimally.

*Academic and Research Integrity:*

Graduate students at the University of Pittsburgh have the responsibility to conduct themselves in an honest and ethical manner while pursuing their studies. Consequently, it is important that applicable University policies and regulations are followed in order to ensure open communication among faculty and students as well as fair and equitable treatment. Relevant information, including hearing and appeals procedures, can be accessed online at http://www.pitt.edu/~graduate

*Disability Accommodations*:

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both the professor and Disability Resources and Services (DRS) located at 140 William Pitt Union, (412) 648-7890, drsrecep@pitt.edu, (412) 228-5347 for P3 ALS users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

*Sexual Misconduct, Required Reporting, Support Services, & Title IX:*

The University is committed to combatting sexual misconduct. You should know that University faculty and staff members are required to report any instances of sexual misconduct, including harassment and sexual violence, to the University’s Title IX office so that the victim may receive appropriate resources and support. There are two important exceptions to this requirement about which you should be aware: (1) Some counselors and medical professionals do not have this reporting responsibility and can maintain confidentiality. A list of these professionals can be found here: http://www.titleix.pitt.edu/report/confidentiality (2) Disclosures about sexual misconduct that are shared as part of an academic project, classroom discussion, or course assignment, are not required to be disclosed to the University’s Title IX office.

If you experience sexual misconduct, you are encouraged to reach out to these resources:

* Title IX Office: 412-648-7860
* SHARE @ the University Counseling Center: 412-648-7930 (8:30 A.M. TO 5 P.M.  M-F) and 412-648-7856 (AFTER BUSINESS HOURS)
* University of Pittsburgh Police: 412-624-2121

Other reporting information is available here: http://www.titleix.pitt.edu/report-0

*Discrimination Based Race, Gender, or Other Protected Identities*

The University is committed to creating a learning environment that is inclusive of all races, genders, socioeconomic statuses, religions, sexual orientations, nationalities, and languages. In particular, the professor is committed to including the voices of minoritized groups, including those of people of color, women, transgender people, LGBTQIA+ people, no- Christian people, non-US citizens, and those who speak multiple languages. If you feel uncomfortable as a result of your social identities and background, you are encouraged to talk to the professor. If you do not feel comfortable talking to the professor, you can contact the Office of Diversity & Inclusion http://www.diversity.pitt.edu/

**Cases of discrimination and harassment based on protected identities should be reported to the Title IX office http://www.titleix.pitt.edu/report/report-incident**

**LITERATURE REVIEW**

The literature review should be **approximately 15 pages**, not including references, charts, & appendix. It must be in APA format. The following should be included:

1. **Introduction (approximately 2 pages)**

Include the following in this section:

* 1. Problem Statement (What is the larger problem in educational practice you are addressing?)
	2. Purpose of Study (What is the **problem of practice** you are addressing?
	3. “Roadmap” (Summarize the 3 main topics and theoretical framework you will review)
1. **Review of the Literature on the Problem of Practice (approximately 9 pages)**

Include the following in this section:

* 1. Main theme in the literature #1 (3 pages)
	2. Main theme in the literature #2 (3 pages)
	3. Main theme in the literature #3 (3 pages)

You should examine an ample body of relevant literature (***at least 10-15 peer reviewed research articles***) related to your problem of practice. The literature review should be succinct, comprehensive, and integrated; it should not be a series of annotation. Identify **three main themes** within the literature and develop three sections that are centered on those themes.

1. **Theoretical Framework (approximately 3 pages)**

For this section develop a “theoretical framework” that can be used to guide your work. The are many ways to frame a problem; the theoretical framework will help you think about the best ways to approach the problem.

1. **Conclusion (approximately ½ page)**

Summarize what you covered in your literature review.

**COURSE SCHEDULE & ASSIGNMENTS**

The course is designed to help students develop the literature review in sections (referred to as “scaffolding”), presenting a comprehensive document by the end of the course. Each section of the literature review must be submitted to the TA first for review and feedback. Once the document has been updated to address the TA’s feedback, the document will then be submitted to the course instructor for additional review and feedback.

With each submission, you are required to address all comments and suggestions made by the TA and course instructor, and then add on the next section (e.g., submit introduction, receive feedback, address all comments, add theme #1, submit revisions of introduction with theme #1 added; repeat the cycle until the 15 page literature review is complete).

Reading assignments have been incorporated into the course schedule to inform the development of the literature review and its relevant sections. Exemplar literature review articles are included.

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| **Week** | **Assignment** | **Item Due**  | **Due Date** |
| Aug 26th | Galvan, Jose L. (2014). *Writing literature reviews: A guide for students of the social and behavioral sciences.* 6th Edition. Glendale, CA: Pyrzcak Publishing. (CH 1-3) | Literature Review Outline (1 page, bullet points)\*Due to TA | Sept 1st |
| Sept 2nd |  | Literature Review INTRODUCTION\*Due to TA | Sept 8th |
| Sept 9th | Booth, Wayne C., Gregory G. Golomb, and Joseph M. Williams. (2016). *The craft of research.* 4th Edition. Chicago: University of Chicago Press. (available online via Pittcat) (CH 3-5) |  | Sept 15th |
| Sept 16th | Poon, O., Squire, D., Kodama, C., and Byrd, A. (2016). A critical review of the model minority myth in selected literature on Asian American and Pacific Islanders in higher education. *Review of Educational Research,* 86(2), 469-502.  | Literature Review INTRODUCTION\*Due to Instructor | Sept 22nd |
| Sept 23rd | Galvan, Jose L. (2014). *Writing literature reviews: A guide for students of the social and behavioral sciences.* 6th Edition. Glendale, CA: Pyrzcak Publishing. (CH 4-6) | Literature Review THEME #1 (plus intro)\*Due to TA | Sept 29th |
| Sept 30th | Harper, S. R., Patton, L. D., & Wooden, O. S. (2009). Access and equity for African American students in higher education: A critical race historical analysis of policy efforts. *Journal of Higher* *Education, 80*(4), 389-413.  |  | Oct 6th |
| Oct 7th | Booth, Wayne C., Gregory G. Golomb, and Joseph M. Williams. (2016). *The craft of research.* 4th Edition. Chicago: University of Chicago Press. (available online via Pittcat) (CH 6) | Literature Review THEME #1 (plus intro)\*Due to Instructor | Oct 13th |
| Oct 14th |  | Literature Review THEME #2 (plus intro & theme #1)\*Due to TA | Oct 20th |
| Oct 21st | Cohen, L., Manion, L., and Morrison, K. (2018). *Research Methods in Education. 8th Edition.* New York, NY: Routledge. (CH 3,4) |  | Oct 27th |
| Oct 28th |  | Literature Review THEME #2 (plus intro & theme #1)\*Due to Instructor | Nov 3rd |
| Nov 4th |  | Literature Review THEME #3 (plus intro & theme #1/2)\*Due to TA | Nov 10th |
| Nov 11th | Cohen, L., Manion, L., and Morrison, K. (2018). *Research Methods in Education. 8th Edition.* New York, NY: Routledge. (CH 15,16) |  | Nov 17th |
| Nov 18th |  | Literature Review THEME #3 (plus intro & theme #1/2)\*Due to Instructor | Nov 24th |
| Nov 25th |  |  | Dec 1st |
| Dec 2nd |  |  | Dec 8th |
| Dec 9th |  | Literature ReviewFINAL\*Due to TA & Instructor | Dec 15th |