

Pitt Education

Doctor of Education (EdD) Program
EDUC 3009: Supervised Practitioner Inquiry
Syllabus (Summer 2020)¹

This syllabus is a living document.
I reserve the right to change the syllabus to meet class needs.

Online (Zoom) Meetings:
Saturday, May 16th, June 6th, June 27th, July 25th
1:00 PM to 3:00 PM

- Instructor:** Dr. Lori Delale-O'Connor
loridoc@pitt.edu
cell- 312-622-7537
- Office Hours:** By appointment. I am happy to schedule a mutually convenient time to meet on Zoom or over the phone
- Course Site:** <https://canvas.pitt.edu/courses/31656/>
- Grading:** Final grades for this class will based on an honors/satisfactory/no pass scale; No letter grade will be assigned.

Doctor of Education (EdD) Program Description

The University of Pittsburgh is a center for excellence in professional programs, and the School of Education school-wide Doctor of Education (EdD) program is grounded in this commitment to excellence. The EdD program prepares working professionals to become leader scholar practitioners to develop specialized knowledge in their area of concentration and apply their intellectual and practical skills to address and mitigate enduring problems of practice affecting children, families, and communities.

¹ I am most grateful to current EDUC 3009 instructors Emily Rainey, Max Schuster, and Cindy Tananis for sharing their course design ideas and syllabi with me; many of their insights are reflected here.

Mission/Vision

We ignite learning. We strive for well-being for all. We teach. We commit to student, family, and community success. We commit to educational equity. We advocate. We work for justice. We cultivate relationships. We forge engaged partnerships. We collaborate. We learn with and from communities. We innovate and agitate. We pursue and produce knowledge. We research. We disrupt and transform inequitable educational structures. We approach learning as intertwined with health, wellness, and human development. We address how national, global, social, and technological change impacts learning. We shape practice and policy. We teach with and for dignity. We think. We dream. We lead with integrity.

We are the School of Education at the University of Pittsburgh.

Program Learning Goals

As a result of attending the EdD program at Pitt, students and graduates become leader scholar practitioners who:

1. Identify problems of practice, including questions of equity, ethics, and justice.
2. Use data to inform decisions in daily operations and improvement projects.
3. Communicate and collaborate to work with diverse communities and build partnerships.
4. Lead change that improves practice.
5. Are committed to use improvement science to address problems of practice.

Course Rationale

Writing is a powerful leadership tool that can enable us to make change within an organization or community through communicating ideas across space and time, formalizing what is known, and co-constructing new shared understandings with colleagues and other stakeholders. Writing can also be a powerful personal tool that can enable us to manage stress, heal from trauma, listen carefully to our inner voices, develop bold and creative ideas, and come to understand our professional contexts more deeply. In short, developing your capacity as a leader scholar practitioner requires cultivating a writing practice.

Even if you are a fluent, skilled writer, everyone can learn and grow in the practice of writing, especially as we consider new genres and audiences. Although the ability to communicate ideas clearly and persuasively is fundamental across genres of writing, argumentation and synthesis are central in academic writing, challenging you to present integrated thinking from various sources to offer a distinct point of view. There is no magic bullet for learning how to master these challenges. Like most complex skills, they are learned via practice, feedback, and reflection.

A key competency of leader scholar practitioners is the ability to critically examine and report on existing scholarly literature in a way that renders it useful for informing “on the ground,” contextually-specific issues and dilemmas. In this course, you will have the opportunity to do just that.

Course Aims and Outcomes

In your first year in the EdD program, you had opportunities to think about and start to develop your problem of practice. You have reflected upon the important issues that you see in your professional context and the possible ways that you hope to make changes in that context. You also began to explore the literature related to your evolving focal problem and build familiarity with some of the genres and conventions of academic writing in the social sciences.

This course is designed to support you to further develop your specific scholarly inquiry and your scholarly writing practice. The primary goals of the course are as follows:

This course will also support you **to develop your writing practice**, including the behavioral, artisanal, social, and emotional habits of professional writing (that is, carving out regular time and space for writing; continuously developing your academic writing skill, including your argumentation, synthesis, language precision, flexible use of conventions, and approaches to revision; engagement with others around writing; and positive stances toward academic writing and one’s self as a writer).

This course will support you to **conduct a formal and targeted systematic literature review** in which you analyze individual pieces and synthesize them to make claims about the state of knowledge in the field and to draw conclusions about promising change ideas related to your specific problem of practice.

Program Requirements Met by This Course

Milestone requirement 4 involves conducting and writing a formal literature review with the following sections: a statement of your problem of practice and review of relevant scholarship, a context review, and a conclusion that articulates questions for your eventual inquiry project.

This course is meant to support you toward meeting Milestone 4. At the end of the summer, you will submit your literature review to your advisor. Your advisor will sign the milestone form, along with the ARCO coordinator and EdD director. Your advisor may require additional revisions before signing your milestone form.

Conducting a literature review this summer will enable you to have important planning conversations with your advisor in Fall 2020 and to engage in Practitioner Inquiry 2, where you will begin to learn about how to measure change in your professional context.

Course Format and Procedures

Course Modules

The course is organized into five modules.

Module 1. Getting Started

- Reflecting on your current writing practice and considering ways to grow as an academic writer.
- Examining features of the literature review genre
- Planning for your literature review and what you want to learn about your focal problem.

Module 2. Generating a Review Chart

- Selecting and reducing
- Reading and rereading
- Summarizing and analyzing articles
- Synthesizing sets of articles and their relation to your driving questions

Module 3. Drafting Your Argument

- Writing a first draft
- Giving and seeking peer feedback

Module 4. Revising Your Argument

- Revising for broad issues
- Revising for clarity
- Revising for precision

Module 5. Refining and Sharing Your Argument

- Presenting big themes drawn from the literature
- Editing
- Articulating conclusions

General Class Information

This course is a hybrid course. We will meet four times (via Zoom) throughout the summer term. Each class meeting will serve two purposes: to reflect on what has come before and to prepare for what is to come next. We will engage in whole group discussion and writing team work. Please have access to readings and your other materials with you during our class meetings.

The remainder of the semester will involve: 1) independent study, in which you will engage in selecting, reading, re-reading, analyzing, and writing about your relevant literature base; and 2) small group feedback groups, in which you will work with a small team of classmates to give feedback, encourage one another's progress, and share useful tips and tricks.

Writing Groups

Writing is a social practice that is cultivated by working closely with colleagues. For that reason, I will place you in small writing groups that meet regularly during class time and between class sessions. These writing groups will provide opportunities for you to seek feedback and perspectives from each other. You will be responsible for providing written feedback to other members of your writing group at various points over the semester. In addition to providing opportunities for the exchange of written feedback, your writing group will also discuss “meta-reflections” about your writing process.

Assumptions

Your faculty advisor is your primary resource for helping you with papers and publications, and they retain the last word on acceptability and appropriateness of topics and approaches. However, many faculty members are not fully available for in depth consultation during the summer months. Therefore, our goal will be to generate a full, polished paper that you can share with your advisor at the end of the summer. Of course, if you and your advisor have regular meetings scheduled this summer or the like, then you should feel free to engage with them about your literature review process.

Course Requirements

Major Assignments

The culminating assignment of the course is a formal and polished literature review. There will be smaller assignments throughout the semester meant to support your review process and your cultivation of an academic writing practice. See assignment details below.

Course Readings

All required readings will be available via our Canvas site or the Pitt library. Most will come from these two texts:

[Galvan, J. L., & Galvan, M. C.](#) (2017). *Writing literature reviews: A guide for students of the social and behavioral sciences* (7th ed.). New York: Routledge.

Machi, L. A., & McEvoy, B. T. (2016). *The literature review: Six steps to success*. Corwin Press.

To access Machi & McEvoy:

- Go to <http://pittcat.pitt.edu/vwebv/enterCourseReserve.do?DB=local&PAGE=rbSearchLinks to an external site>.
- Use the drop-down box to select: DELALE O'CONNOR, LORI ANN
- Click the search box.
- Click the title “*E-RESERVES*” for your course. These should be at the top of the list.
- On the item record, click “E-Items: E-RESERVES LINK”.
- Enter the password provided: sup130
- A list of assigned readings will appear. Click the titles to access individual items.

* You are also welcome, but not required to purchase, as both are available inexpensively as used texts.

Additionally, the following are wonderful resources:

Graff, G., & Birkenstein, C. (2014). *“They say/I say”*: *The moves that matter in academic writing* (3rd ed.). New York: W. W. Norton.

[Pitt EdD Research Guide](#). University Library System Course & Subject Guides; in particular: <https://pitt.libguides.com/literaturereview>

[Purdue Online Writing Lab](#). Purdue University College of Liberal Arts.

Pitt Writing Center, Graduate Student Online Appointments.

<https://www.writingcenter.pitt.edu/graduate-services>

The Writing Center University of Wisconsin Guide to Literature Review

<https://writing.wisc.edu/handbook/assignments/reviewofliterature/>

[Zotero @ Pitt](#): About Zotero. University Library System Course & Subject Guides.

Feedback and Grading

Feedback is essential for high quality teaching and learning. I am committed to giving you individual, detailed, and timely feedback so that you can maximize your learning in this course. I aim to return all major assignments to you within one week of their due date.

Grades will be assigned on the basis of both process and product. The grading scale is:

Honors = equivalent to an A+ to A

Satisfactory = equivalent to an A- to B-

Unsatisfactory = equivalent to a C+ or lower

G grades and I grades. Under certain conditions you may receive a “G” or an “I” grade for the course. The Graduate Catalog explains the difference between two kinds of Incompletes as:

G Grade: The G grade signifies unfinished course work due to extenuating personal circumstances. Students assigned G grades are required to complete course requirements no later than one year after the term in which the course was taken. After the deadline has passed, the G grade will remain on the record, and the student will be required to reregister for the course if it is needed to fulfill requirements for graduation.

I Grade: The I grade signifies incomplete course work due to nature of the course, clinical work, or incomplete research work in individual guidance courses or seminars. For this course, an “I” (Incomplete) Grade will be granted only if you have actively attended to the course requirements but need extended time to complete the required work to meet minimum expectations. If an Incomplete grade becomes

necessary, I will require you to propose a plan of action outlining how you will complete the work within no more than one term from the end of the course (and preferably a shorter period of time).

Late assignment policy. The nature and pace of this course requires that you do not fall behind in assignments. If an extension is needed for an assignment, please let me know before the due date, and we can work together to determine next steps.

Course Schedule

Week	Date	Guiding Questions	Readings and Viewings	Assignments/Activities
Module 1: Getting Started				
1	May 11-17	<ul style="list-style-type: none"> Do you have a current writing practice? How could you grow as an academic writer? What are some of the features and functions of the literature review? 	Before we meet as a class: Readings: <ul style="list-style-type: none"> Syllabus Sword 2017 Viewings: <ul style="list-style-type: none"> LD-O’C Welcome & Class Section Overview Webinar 1: Introduction to Course 	In the Discussions section of Canvas: Post memo with your results of your BASE diagnostic and writing goals for the term Due: Sunday 5/17, 11:59pm
Zoom 1	May 16 @ 1PM	In class we will: <ul style="list-style-type: none"> Discuss current writing practice & writing goals Consider features of the literature review Review the syllabus Coordinate & meet in writing teams 		
2	May 18-24	<ul style="list-style-type: none"> What is your problem of practice? What big questions do you need to understand about your 	Readings: Start and continue as necessary over Weeks 3, 4 and 5	Submit Assignment 1 Due: Sunday 5/24, 11:59pm

		<p>problem to guide your review?</p>	<ul style="list-style-type: none"> • Machi & McEvoy Ch. 1-2 (pp. 1-57) • Galvan & Galvan Ch. 4-8 <p>Viewings:</p> <ul style="list-style-type: none"> • LDO’C Video: Overview of Assignment 1 • Webinar 2: Refining a Problem of Practice 	
<p>Module 2: Generating a Chart to Organize and Analyze Important Works</p>				
3	May 25- May 31	<ul style="list-style-type: none"> • How has your problem been investigated in the past? • What has been learned about the problem? • What has been shown to have positive outcomes in other contexts? 	<p>Readings:</p> <p>Start to read (and/or reread!)</p> <ul style="list-style-type: none"> • Articles, books, and evaluation reports in your focal area <p>Continue as necessary</p> <ul style="list-style-type: none"> • Machi & McEvoy Ch. 1-2 (pp. 1-57) • Galvan & Galvan Ch. 4-8 <p>Viewings:</p> <ul style="list-style-type: none"> • LDO’C Video: Overview of Assignment 2 • Webinar 4: Finding Sources 	

4	June 1-7	<ul style="list-style-type: none"> • What are some ways of reading to summarize? • What are some ways of analyzing articles? • How do lit reviews make arguments? 	<p>Complete readings before class:</p> <ul style="list-style-type: none"> • Read Denman, 2018 • Read Doyle, 2019 <p>Finish</p> <ul style="list-style-type: none"> • Machi & McEvoy Ch. 1-2 (pp. 1-57) • Galvan & Galvan Ch. 4-8 	
Zoom 2	June 6 @ 1PM	<p>In class we will:</p> <ul style="list-style-type: none"> • Discuss the features of a literature review • Look at and discuss examples of literature review • Meet in writing teams 		
5	June 8-14	<p>Continue to consider:</p> <ul style="list-style-type: none"> • How has your problem been investigated in the past? • What has been learned about the problem? • What has been shown to have positive outcomes in other contexts? 	<p>Readings: Start to read (and/or reread!)</p> <ul style="list-style-type: none"> • Articles, books, and evaluation reports in your focal area <p>Viewings: LDO’C Video: Overview of Assignment 3</p>	<p>Share and give feedback to writing team</p> <p>Submit Assignment 2</p> <p>Due: 6/14, 11:59pm</p>

Module 3: Drafting Your Argument				
6	June 15-21	<ul style="list-style-type: none"> • What are the major findings/ideas you're uncovering? • How can we outline/connect these findings/ideas? 	Readings: <ul style="list-style-type: none"> • Lamott (2005) • Galvan & Galvan Ch. 9-11 Viewings: <ul style="list-style-type: none"> • Webinar 5: General Suggestions for Writing (focus on min 4:50-5:50) 	Submit Assignment 3 Due: 6/21 11:59pm
7	June 22-28	<ul style="list-style-type: none"> • How do I bring my ideas together in a draft? 	Viewings: <ul style="list-style-type: none"> • LDO'C Video: Overview Assignment 4 • REWATCH Webinar 5: General Suggestions for Writing 	Draft Assignment 4 Due: To group— NOT in CANVAS— 6/28
Zoom 3	June 27 @ 1PM	Writer's Workshop		
8	June 29- July 5	<ul style="list-style-type: none"> • How do I provide useful peer feedback? • How do I receive/use peer feedback? 	Viewings: <ul style="list-style-type: none"> • Webinar 6: Providing Useful Feedback 	Closely read one peer's draft and offer substantive feedback Due: feedback to peer due 7/5
Module 4: Revising Your Argument				

9	July 6-11	<ul style="list-style-type: none"> How do I bring together ideas to revise my writing? 	<p>Readings: Galvan & Galvan Ch. 12-13</p> <p>Viewings: Webinar 7: Continued Writing and Revising</p>	
10	July 13-19	<ul style="list-style-type: none"> How do I conduct a “global” revision of my writing? 		<p>Share and give feedback to writing team</p> <p>Submit Assignment 4</p> <p>Due: 7/19, 11:59pm</p>
Module 5: Refining and Sharing Your Argument				
11	July 20-25	<ul style="list-style-type: none"> How can I refine and clarify my arguments? 	<p>Readings: Galvan & Galvan Appendix A</p> <p>Viewings:</p> <ul style="list-style-type: none"> LDO’C Video: Overview Assignment 5 Webinar 8: Sharing Knowledge 	<p>Share and give feedback to writing team</p>
Zoom Class 4	July 25 @ 1PM	<p>In class we will:</p> <ul style="list-style-type: none"> Share Powerpoint presentations Offer & receive feedback on our findings 		<p>Assignment 5</p> <p>Due: 7/25 in class</p>

12	July 26- Aug 1	<ul style="list-style-type: none"> • How can I refine my ideas based on my writing group's feedback? • Which feedback clarifies & strengthens my arguments? 	Viewings: <ul style="list-style-type: none"> • LDO'C Overview Assignment 6 • Webinar 9: End of the Course! 	Submit Assignment 6 Due 8/1, 11:59pm
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Policies

Attendance

Regular and prompt attendance in the Saturday class sessions is an essential part of the educational experience in the EdD program. Each course meets only four times throughout the term – missing one of those sessions constitutes a significant portion of the time for interaction with instructors and peers.

Although students are expected to attend all Saturday class sessions, working professionals sometimes find themselves in circumstances that cause them to miss these class meetings. Exceptions may be made for a required **work-related commitment, illness, or valid emergency**. In such cases, students need to contact the course instructor to determine if there is any way to make up missed classwork.

If you are going to be absent for class because of a required work-related commitment, illness or valid emergency, please follow the following instructions:

1. Email the course instructor with a copy to Harriet Wortzman (hrp9@pitt.edu) and your advisor with the reason for missing the class.
2. Complete the course or instructor specific make up requirements for missed classes prior to the next class meeting.
3. Adhere to the acceptable reasons for missing class outlined in the policy above. Please note that they do not include vacation and/or personal events.

Academic Integrity

Academic integrity is a key component of professionalism. You are expected to adhere to standards of academic honesty. Cheating, plagiarism, or other acts of academic dishonesty will result in disciplinary action. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the [University Guidelines on Academic Integrity](#)

Provided here is the School of Education [Academic Integrity Policy](#). Please read the policy carefully.

The rights and responsibilities of faculty and students are described in the [University's Academic Integrity Guidelines](#). For more on University guidelines on academic integrity, see <http://provost.pitt.edu/faculty-resources/academic-integrity-freedom/academic-integrity-guidelines>.

Grievance Policy

The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a student taking a course in the Doctor of Education Program (EdD) believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow the procedure described in the Guidelines by (1) first trying to resolve the matter with the faculty member directly; (2) then, if needed, attempting to resolve the matter through conversations with the EdD Program Director, Dr. Thomas Akiva tomakiva@pitt.edu; (3) if needed, next talking with the academic integrity officer of the school, Asst. Dean Shederick McClendon, samccclendon@pitt.edu; and (4) if needed, filing a written statement of charges with Asst. Dean McClendon.

Inclusion and Nondiscrimination

As the course instructor, I am committed to pedagogy that is anti-racist, non-sexist, non-classist, non-heterosexist, non-gender-normative, and further. This includes fostering an environment that is as safe and inclusive as possible. It is my intention to name and correct as best as possible any actions on my part that fall short of these commitments. If everyone in the class is likewise committed, the work should be more easily facilitated. I am also committed to making the class mentally and physically accessible to anyone wishing to participate.

The University of Pittsburgh prohibits and will not engage in discrimination or harassment on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, disability, or status as a disabled veteran. 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, as an instructor I am committed to including the voices of minoritized groups in this class, including those of womxn and other people of color, transgender people, LGBTQIA+ people, non-Christian people, non-US citizens, and those who speak multiple languages. If you feel uncomfortable as a result of your social identities and background or how they are perceived, please let me know. If you do not feel comfortable talking with the instructor, you can contact the Office of Diversity & Inclusion <http://www.diversity.pitt.edu/>

Office of Diversity and Inclusion (ODI)

Resources, consultation, and bias incident reporting: <https://www.diversity.pitt.edu/>

Title IX office, resources regarding sexual harassment, gender-based discrimination, and sexual violence: <https://www.titleix.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>

The School of Education [Policies and Forms](#) page on the SOE website explains several policies and procedures, including academic probation, course repeats, leaves of absence, monitored withdrawal, transfer credits, and statute of limitations.

Disability Resources and Services

If you require special accommodations or classroom modifications, then please notify both me and Disability Resources and Services by the end of the first week of the term. The office of Disability Resources and Services is located in 140 William Pitt Union (412-648-7890 [voice or TDD]; 412-228-5347 for P3 ASL users), and their website is at: <http://www.drs.pitt.edu>.

Other Special Circumstances

If there are other circumstances that may impact your success, please contact me as soon as possible to schedule an appointment so that we can discuss them.

Additional Policies and Resources

Education Library Guide

See this Hillman Library [customized libguide](#), a gateway to resources for education students and faculty.

Religious Observances

See the [Provost's annual memo](#) about religious observances.

Emergencies

Do you have Pitt Police saved on your mobile phone? 911 works, or Pitt Police, 412-624-2121

Catalogs

The University Catalogs have comprehensive information about policies, programs, and courses. There are University-level policies and policies specific to the School of Education. Bookmark these links and review these documents periodically.

- [Pittsburgh Campus Graduate and Professional Studies](#)

Student Mental Health

Resources to support student mental health and wellness are available here at Pitt:

Counseling Center, in the Wellness Center in Nordenberg Hall:
<https://www.studentaffairs.pitt.edu/cc/> Call 412-648-7930, any time.

Please note the availability of Therapy Assistance Online:
<https://www.studentaffairs.pitt.edu/cc/therapy-assistance-online/>

Sexual Assault Response: 412-648-7856
Care and Resource Support Team (CARS): Email pittcares@pitt.edu or see:
<http://www.studentaffairs.pitt.edu/cars/>

Student Affairs Summary: [Faculty and Staff Guide for Helping Distressed Students](#)

Basic Needs Security

Some students are unable to afford groceries or access sufficient food to eat every day. Some students lack a safe and stable place to live. Some students experience challenges balancing school with paid work, childcare, and other family obligations. Those challenges can create considerable anxiety for students and may also affect students' performance in their courses. These challenges may be further heightened in the current Covid-19 pandemic. Students experiencing those challenges as urged to contact the Assistant Dean of Student Engagement, Mr. **Shederick McClendon** (email: sam06@pitt.edu; phone: 412-383-3751). Students experiencing challenges with food, housing, work and/or family obligations are also encouraged to let your instructor know if you are comfortable in doing so. This will enable me to assist you in accessing support. In addition, the University maintains a student food pantry and a resource guide compiled by the University Library System with food, housing, health, employment, health, and other resources. This resources guide has been updated to reflect resources available around Covid-19.

Pitt Resource Guide: <https://pitt.libguides.com/assistanceresources>

In addition, both the School of Education and the Center for Urban Education have developed additional resource guides to support your wellbeing during this time:

School of Education Resource Guide: https://www.education.pitt.edu/covid-19-resources-and-guidance?utm_source=sendgrid.com&utm_medium=email&utm_campaign=website

Center for Urban Education Resource Guide: <https://www.cue.pitt.edu/cue-resources>