ENGL 835 Research Design and the Craft of Writing-NewCrs-2016-10-05

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. *

Form Information

The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: <u>**ONLY**</u> change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-NewCrs-2015-08-10**

- *If DUAL LISTED list BOTH courses in the page title*

Second Step: Click **"SAVE"** on bottom right

- *DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS*
- *Please be sure to remove the Brackets while renaming the page*

Third Step: Make sure the word *<u>DRAFT</u>* is in yellow at the top of the proposal

Fourth Step: Click on "<u>**EDIT CONTENTS**</u> "(not EDIT) and start completing the template. When exiting or when done, click **"SAVE"** on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

*Indicates a required field

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Proposing Department/Unit*	ENGL/C&T	**Contact Phone***	724-357-5631

(A) Course Prefix*	See the Registrar's List of Unavailable Course Numbers at http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323 ENGL
(B) Course Number*	If Dual Listed, enter both course numbers 835
(C) Course Title*	Research Design and the Craft of Writing
(D) Course Level*	graduate-level
(E) Cross Listed*	Dual Listed = Courses listed at two levels, such as undergraduate and graduate, masters and doctoral, etc. Cross Listed = Course has more than one prefix such as GEOG/RGPL 233 NO If YES, with:
(F) Variable Credit*	NO If YES, enter the number of credits:
(G) Variable Title*	NO If YES, enter the title(s):

(H) Number of Credits*	Class Hours:3 Lab Hours:0 Credits:3
(I) Repeatable Course*	NO If YES, please complete the following: Number of Credits that May be Repeated: Maximum Number of Credits Allowed to be Repeated:
(J) Prerequisite (s)	ENGL 815 ENGL 820
(K) Co-requisite(s)	*This means that another course must be taken in the same semester as the proposed course*
(L) Additional Information	*Check all that apply. Note: Additional documentation will be required* ** Teacher Education: Please complete the Teacher Education section of this form (below)* ** Liberal Studies: Please complete the Liberal Studies section of this form (below)* ** Distance Education: Please complete the Distance Education section of this form (below)*
(M) Recommended Class Size	Number (Enter Zero if No): If YES: (Check one of the following reasons and provide a narrative explanation) Explain (required):
(N) Catalog Description*	*Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb.* Present students with the conceptual aspects of designing and conducting a research study. Addresses making critical choices concerning research questions, data collection, methods of measurements, and analysis. Focuses on professional-level, academic writing including writing for a dissertation and writing for publication. Includes a discussion of dissemination of research results and navigating the professional publication process. A practical application is attention to dissertation proposal development and addressing the processes, skills, knowledge, and general dispositions of the professional academic writer.
(O) Student Learning Outcomes*	*These should be measurable, appropriate to the course level, and phrased in terms of <u>student achievement,</u> not instructional or content outcomes* *If dual listed, indicate additional learning objectives for the higher level course.* At the conclusion of the course, students should be able to: • Analyze research designs and design research studies appropriate for particular research questions • Synthesize relevant literature, identify, and address a research need in the field • Critically evaluate targets for dissemination and publication • Develop strategies and dispositions as professional academic writers • Evaluate the opportunities, constraints and contexts of professional academic writing • Establish and maintain professional networks of colleagues and peers as writing groups • Design strategies for maintaining steady progress in researching and writing for major research project

(P) Brief Course Outline*	*Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar, or assignments*
For Each Outcome Describe	*As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or*
How the Outcome Will	*direct faculty instruction, there should be a minimum of two hours of out of class student work.*
Be Achieved	

Topics
Your Academic Trajectory; Developing Expertise; Five-Year Research Plans, Mapping Expertise; Scholarly Identity and Branding
So what, Who cares? Readers and Values; Avoiding false binaries and exploring the qualitative/quantitative divide; Tools for Researchers
Academic and Article Genres;
Depth and Scope of Dissertation/Book Projects vs. Articles;
Mapping the Landscape of Previous Literature; Research Design I: What is vs. What Works Studies (the principle of certainty)
Research Design II: Asking the Appropriate Questions; Creating a Research Space; Pushing the Boundaries of the Field
Research Design III: Collecting Appropriate Data; Participant Access; Unique Contexts and Generalized Questions
Craft of Writing and How to Write a Lot; Proposal Writing; Grant writing for Academics
Research Design IV: Putting it All Together; Novel approaches vs. Established Methods and the Creative Side of Research; Mindful and stress-free writing practices (Guest: Nadia Zamin)
Research Design V: Selecting Analysis Strategies and Framing; Determining importance/meaningfulness
Class Writing and Workshopping Day; Individual Meetings with professor on current study designs and proposals during class; class writing and workshopping time
Establishing Peer Writing Groups and Collaboration; Navigating Reader/Reviewer Feedback and Multiple Points of View
Precision and Concision in Research Writing; Writing Methodologies; Collaborative and Multi-institutional Research;
Publishing from your Dissertation; Finding Suitable Venues; Coauthoring; Class Writing and Workshop Time
Promoting your research and Developing Scholarly Identity; Short Presentation; Lightning talks

Rationale for Proposal	
(Q) Why is this Course Being Proposed?*	Exit interviews with students and surveys with former students, along with programmatic evaluation, demonstrated that the program needed a stronger sequence of research courses as part of our ongoing curriculum development. This course is being proposed as the final course in a four-course research sequence for the Ph.D. program.
	The courses are:
	Engl 800: Research in Composition and TESOL
	ENGL 815: Qualitative Research
	ENGL 820: Quantitative Resarch
	ENGL 835: Research Design and the Craft of Writing
(R) University Senate Summary of Rationale	*Please enter a single paragraph summary/rationale of changes or proposal for University Senate.*

(S) How Does it Fit into the Departmental Curriculum?*	*Check all that apply* Core Requirement If Other, please explain:
(T) Is a Similar Class Offered in Other Departments?*	NO Please Provide Comment:
(U)Does it Serve the College /University Above and **Beyond the Role it Serves in the Department?***	NO Please Provide Comment:
(V) Who is the Target Audience for the Course?*	If Other, please explain: Ph.D. students in the Composition and TESOL program
(W) Implications for Other Departments*	A. What are the implications for other departments? (For Example: overlap of content with other disciplines, requirements for other programs) none B. How have you addressed this with other department(s) involved? What was the outcome of that attempt?
(X) Attach Supporting Documents for Implications, **if Necessary**	**File** **Modified**
(Y) Are the Resources Adequate?*	*(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)* NO Please Provide Comment:

Distance Education Section

If Completing this Section, Check the Box to the Right:	
Course Prefix/Number	
Course Title	
Type of Proposal	*See CBA, Art. 42.D.1 for Definition*
Brief Course Outline	*Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments* *As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or* *direct faculty instruction, there should be a minimum of two hours of out of class student work.*

Rationale for Proposal (Required Questions from CBA)	
How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?	
For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.	
How will the instructor-student and student-student interaction take place? (if applicable)	
How will student achievement be evaluated?	
How will academic honesty for tests and assignments be addressed?	

Liberal Studies Section

If Completing this Section, Check the Box to the Right:	

Liberal Studies Course Designations (Check all that apply)	
Learning Skills:	
Knowledge Area:	
Liberal Studies Elective	*Please mark the designation(s) that apply - must meet at least one*
Expected Undergraduate Student **Learning Outcomes** **(EUSLOs)**	*Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners* *See http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694*
Description of the Required **Content for this Category**	*Narrative on how the course will address the Selected Category Content*
All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading. **Please answer the following questions.**	
Liberal Studies courses must include **the perspectives and contributions** **of ethnic and racial minorities and** **of women whenever appropriate to** **the subject matter. Please explain** **how this course will meet this** **criterion.**	
Liberal Studies courses require the **reading and use by students of at** **least one non-textbook work of** **fiction or non-fiction or a collection** **of related articles. Please describe** **how your course will meet this** **criterion.**	

Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

If Completing this Section, Check the Box to the Right:	
Course Designations:	
Key Assessments	
	For both new and revised courses, please attach (see the program education coordinator): • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric **File**　　**Modified** No files shared here yet. • Drag and drop to upload or browse for files
Narrative Description of the Required Content	*How the proposal relates to the Education Major*

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.
Please submit an ihelp if you have any questions http://ihelp.iup.edu