

# ENG6005-23Fall 0V60

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Course Syllabus: Fall 2023

## **ENG 6005 – Dissertation Research Design**

T 6:00-8:50 p.m., Virtual Mode



### **Course Description and Objectives:**

This course complements our research methods course in helping students prepare for the initial stages of the dissertation preparation and writing process, including problem framing, research question development, methodology determination, argument design and structure, and situating the project within larger research contexts. Our approach will center around responsible research practices as a lens for thinking through these stages of the dissertation process.

Students in this class will:

- Distinguish between dissertations and other research forms and practices,
- Identify organizational and project management strategies for dissertation writing,
- Deepen engagement with the ethical foundations of research processes and practices,
- Network with other students at and around stages of the dissertation process, and
- Gain basic familiarity with research funding opportunities.

### **Format:**

This course will take place in “v-mode.” V-mode courses are synchronous virtual courses, meaning that we will meet weekly at our scheduled time, but by digital conferencing rather than face-to-face. Specific course guidelines include:

- Our weekly Zoom meeting will take place at the scheduled class time. Recordings of class

- Our weekly Zoom meeting will take place at the scheduled class time. Recordings of class session will be made available as soon as possible following the class session. Participation in the live meeting is required; however, credit for missed sessions can be earned with no justification needed by simply viewing the session later.
- Given the intensity of the Zoom format, live course meetings may vary in length depending on weekly discussion topics. Follow-up discussion with colleagues and/or me by email or Discord is encouraged, regardless of length of the session.
- During Zoom calls, video participation is required: cameras must be on. If you need to step away during the course session, you should feel free to do so with no penalty.
- Students will need a reliable internet connection and Zoom-compatible device for course sessions. Please reach out to Dr. Beever if you foresee difficulties satisfying this need.
- In the event of a personal medical emergency, you may request additional flexibility and accommodation from me. I will do my best to be helpful.

## Office Hours:

Office hours will be held on Zoom or in person. I will guarantee to be available “live” during official office hours from 10:00am-11:30am on Thursdays and will work with you to find a mutually agreeable time to meet in other formats as needed. If I cannot make an office hour, I will make an announcement by email and will reschedule individual appointments as needed.

## Instructor Contact:

Jonathan Beever, Ph.D.

Associate Professor, Department of Philosophy and Texts & Technology Program

University of Central Florida

Orlando, FL 32816

E-mail: [jonathan.beever@ucf.edu](mailto:jonathan.beever@ucf.edu) (<mailto:jonathan.beever@ucf.edu>)

## Required Texts & Materials:

- Booth, W.C. et al. (2016). *The Craft of Research*: Fourth Edition. Chicago: The University of Chicago Press.
- Shamoo, A.E. and Resnick, D.B. (2022). *Responsible Conduct of Research*. New York: Oxford University Press.

## Recommended Readings:

- Resources identified in class along the “how to write a dissertation” theme.

## Assignments and Expectations:

### 1. Academic Activity Verification (0%)

This mandatory activity is required by UCF to document your activity in this course at the beginning of the semester. You will complete a very simple quiz to satisfy this requirement.

### 2. Participating Attendance (20%)

This is a discussion-based course and benefits greatly from your thoughtful preparation and participation. Your participating attendance by video (extenuating circumstances excepting) is required. You must comment in the chat window during class in order to be recorded as present.

### 3. Weekly Discussion Questions (10%)

You will write three (3) discussion questions or comments specific to readings for the week. This is due three (3) hours before class time to allow me to review.

### 4. Writing log (10%)

This assignment incentivizes you to work on your dissertation process next steps each week. There are no requirements from me about what that looks like for you. It might be development of drafts of documents, reporting about where you are in thinking about your process, or notes from a place of pure panic (j/k). You'll post a periodic writing log directly to me in a discussion post assignment.

### 5. Resource Identification (10%)

I will ask you to identify, review, and create brief summaries of three sources of practical advice for dissertation preparation and writing. Think here of “how to write a dissertation in twenty minutes” sort of resources. You will submit these brief summaries to me in a formal assignment in webcourses, and then will report out to your colleagues on them in a separate class session.

### 6. Research question and justification draft (5%)

Identify and compare three research questions from existing dissertations, and then explore what your own version looks like in the context of that analysis.

### 7. Gap analysis draft (5%)

Identify and compare three gap analyses from existing dissertations, and then explore what your own version looks like in the context of that analysis.

### 8. Methods draft (5%)

Identify and compare three methodologies from existing dissertations, and then explore what your own version looks like in the context of that analysis.

### 9. Ethical implications draft (5%)

Identify and compare three ethical framings or analyses from existing dissertations, and then

identify and compare three ethical trainings or analyses from existing dissertations, and then explore what your own version looks like in the context of that analysis.

0. Funding opportunities analyses

Describe and compare two possible funding opportunities that may be available to support your dissertation research. (10%)

11. Final Portfolio and Review (25%)

Revise drafts of your research question, gap analysis, methods, and ethical implications documents based on feedback or ongoing thinking.

## Course Grading:

Letter Grade	Percent Score		Letter Grade	Percent Score
A	90-100		C	68-75
B+	87-89		D+	66-68
B	80-86		D	60-65
C+	76-79		F	<59

Grades will be reported in webcourses.

## Academic Integrity:

I trust it is unnecessary to say that plagiarism will not be tolerated. Plagiarism, or cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment and may, depending on the severity of the case, lead to an "F" for the entire course and/or the placement of a "Z" designator with your grade. Academic dishonesty will subject you to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule and <http://z.ucf.edu> for further information.

Beyond plagiarism, we will uphold professional conduct expectations (T&T Handbook, p. 20). And beyond upholding norms, we will strive proactively to foster a constructive ethical culture through our

beyond upholding norms, we will strive proactively to foster a constructive ethical culture through our work in this class.

## **Use of "AI" tools**

(excerpts from an email to UCF students authored by Kevin Ye (FCTL) and Laurie Pinkert (DWR))

### **“How does ChatGPT work?”**

ChatGPT and other AI chatbots are built on large language models (LLMs). Basically, these tools have scraped billions or trillions of pages of information (articles, books, or parts of the Internet) and have been trained to build statistically probable responses to prompts. They do so at a sentence level (next logical sentence given the one it just created) and at the word level (next logical word given the rest of the sentence so far). Thus, ChatGPT is very good at providing a seemingly logical answer to any question. But it is not "thinking" as it gives each answer; it is providing a likely combination of words of sentences based on those used in its training. A good analogy is a parrot, which can mimic words but has no clue what it's actually saying. However, these systems can outright invent facts, names, quotes, and book/journal/article titles...and present them in a confident tone as it does so. You cannot differentiate accurate or inaccurate information from the tone of the output.

### **When should I use ChatGPT? When should I avoid it?**

First, recognize that ChatGPT does not verify the responses it gives. It may provide incorrect facts and must never be trusted "out of the box." It's a word predictor, not a trustworthy answer-generator. Anything that looks like a fact needs to be vetted and double-checked before you trust it. Although AI tools can be useful to help you brainstorm or get an overview on a topic, you should compare AI-generated responses to expert sources.

Second, be aware that UCF faculty and the university do not and should not have a single unified reaction to ChatGPT. The global landscape of information retrieval and processing is changing faster than ever as LLMs mature and as professions adapt to that change. One of the faculty's primary goals is to train you to be the best in your profession. Some professions embrace LLMs in their current form while others prohibit their use. There are unsettled ethical, legal, and societal issues raised by AI. Your faculty will adopt teaching and assessment policies that help you understand those issues, so you are best prepared for your profession, including changes it will inevitably undergo as AI evolves. As a result, some faculty will allow you to incorporate AI output in your submission, or even require it. Others may ban it partially or completely. Consult with the professor about what's allowed, and/or look for details in the syllabus. If the syllabus is silent about AI, it's better to assume that AI use is banned than it is to assume that AI use (even limited) is acceptable.

Third, recognize that others may not want their ideas, their writing, or their work entered into a chatbot without their permission. Someone else's writing contains their ideas and their intellectual property, and authors may not want to disclose their work. For example, you should get permission before entering your classmates' writing or your professor's lectures into an AI chatbot. Additionally, you should take great care that when you prompt a chatbot that you do not to enter someone else's personal information or a client's proprietary data as you may not be able to control how that information is used or stored by the LLM.

Lastly, be sure that you do not simply submit an output from ChatGPT as if you wrote those words. The same holds true for other AI platforms, including the newly popular Snapchat AI. This is typically against the rules of use for the AI chatbots. It is also clearly and unarguably plagiarism, and you are putting your academic future at risk. Failing to gather permission from the instructor of record prior to using AI could result in an Academic Misconduct allegation and an academic consequence in your course, such as a zero on the assignment or an "F" in the course. The purpose of an academic assignment/project is for you to learn. Taking a shortcut on this process impacts the learning goals for the course/program/degree.

### **How can it be plagiarism if I'm not stealing words from another human?**

Plagiarism was never about taking words (or intellectual property) from another human. It's plagiarism when you turn in work that you didn't create yet attempt to pass it off as your own work. It doesn't matter that no other humans were involved, and it's not a "victimless crime." If you present work as your own and you didn't create it, that's plagiarism.

### **Since ChatGPT generates new words on each new query, plagiarism detection won't work.**

#### **How can I get caught?**

First, there is no shortage of detectors that specialize in recognizing AI writing, and one of them is built-in to UCF's Turnitin tool directly within Webcourses. Your professors can get an "AI score" the same way they get an "originality score." It's immediate and super-convenient for them. Second, faculty who assign writing are quite adept at recognizing work that doesn't sound like typical student work. ChatGPT's writing in particular is often called "voiceless," and it does not always feel like the work of a human.

### **How about online tests? Can I use ChatGPT for help?**

Obviously, the answer is no. Tests are meant to measure your recall, application, analysis, or other type of performance in a limited time span. Tests are not meant to measure your ability to look something up. We understand that all students want to do well on an exam; however, what is most important is that you learn the subject and are able to demonstrate what you have learned on a test. Should there be something that you have misunderstood, the instructor will mark an answer as wrong and/or give feedback. By using AI, it is unclear what you have learned compared to what you simply

copied as your answer. We want all students to graduate from UCF with the confidence that they mastered a subject and earned a degree that represents their readiness to be a proud Knight in the working community. Shortcutting this experience can impact your academic growth as well as your standing at the university.

### **What's the big deal? AI is here to stay, so why is it bad for me to use it?**

It's true that artificial intelligence is here to stay, and it's also true that many workplaces of the future are likely to include AI in some fashion. However, your professors are not assigning writing prompts to test your prowess in using AI. They have different learning goals in mind. Usually, this involves some version of critical thinking as it relates to their discipline. College is not here to just grant you a diploma so you can get a job; college aims to train your mind so that you will be successful in your career. When you take shortcuts to the idea of training your mind, you are literally cheating yourself. **YOU** are the one suffering the consequences of letting college slip by without learning the skills and ways of thinking like you should have. If you're interested in a long and rewarding career (as opposed to just landing a first job), you should be very disdainful of the idea of ANY kind of cheating. Approach the assignments knowing why the professor wants you to do this work yourself and attempt to meet that challenge.”

### ***(additions from Dr. Beever):***

Be wary of using LLMs for this course or other academic work. Know that I am personally opposed to writing support tools for academic work, especially for graduate students. I expect that your work in this class will not be supported by these tools, but also recognize the complex ways such tools might be used legitimately. So, if an LLM or AI-tool is used *in any way* to support your research and writing, make that way explicit to me through a footnote to whatever writing was so supported. Treat “AI” systems not as mere tools but as either collaborators, consultants, or co-authors as warranted.

### **Course Accessibility Statement:**

It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning, please meet with me (with or without a Student Accessibility Services (SAS) accommodation letter) to discuss reasonable options or adjustments. Helpful information is found at SAS: Ferrell Commons 185; 407-823-2371; [sas@ucf.edu](mailto:sas@ucf.edu). You are welcome to talk to me at any point in the semester about concerns, but it is best if we talk at least one week prior to the need for any modification.

### **Teach Act Statement:**

## Teach Act Statement:

The materials for this course are only for the fair use of students enrolled in this course for purposes associated with this course and may not be retained or further disseminated. The instructor receives no royalty payments for any materials used in this course.

## Syllabus Subject to Change:

I anticipate that I will follow the schedule outlined here, but I may make adjustments based on your interests and what decisions we make together in class. All changes will be clearly announced in person and online. Remaining in the course after reading this syllabus will signal that you accept the possibility of changes and responsibility for being aware of them.














## Course Calendar:

Week	Date	Class Content	Reading Assignments	Major Assignment
Wk 1	22 Aug	Syllabus and course planning	none	Academic Activity Verification
Wk 2	29 Aug	Thinking about ethical research	<i>Craft</i> 9-26 <i>RCR</i> 1-25	
Wk 3	5 Sept	From topics to good questions	<i>Craft</i> 27-47 <i>RCR</i> 26-59	Writing Log 1
Wk 4	12 Sept	Sources and Data Management	<i>Craft</i> 489-104 <i>RCR</i> 60-82	
Wk 5	19 Sept	Arguments and Collaboration	<i>Craft</i> 105-155 <i>RCR</i> 83-105	Research Question Draft
Wk 6	26 Sept	Warrants and Authorship	<i>Craft</i> 156-171 <i>RCR</i> 106-120	Gap Analysis Draft



Wk 7	3 Oct	Planning, Organizing, and Publication	<i>Craft</i> 173-197 <i>RCR</i> 121-155	Writing Log 2
Wk 8	10 Oct	Sources, Visualizations, and IP	<i>Craft</i> 200-247 <i>RCR</i> 156-175	Methods Draft
Wk 9	17 Oct	--	no class - JB at conference	
Wk 10	24 Oct	Revising and Conflicts of Interest	<i>Craft</i> 248-266 <i>RCR</i> 176-192	Ethical Implications Draft
Wk 11	31 Oct	Mentoring and Research Environments	<i>Craft</i> 269-274 <i>RCR</i> 193-207	Writing Log 3
Wk 12	7 Nov	Research Subjects	<i>RCR</i> 229-270 (Optional reading: <i>RCR</i> 208-228)	Resource Identification
Wk 13	14 Nov	Social Responsibility	<i>RCR</i> 271-293	
Wk 14	21 Nov	Practical Advice	TBD	Writing Log 4
Wk 15	28 Nov	Funding Research	none	Funding Opportunities Analysis
FINAL	5 Dec	Final Exam Period: 7:00 - 9:50pm		Final Portfolio

## Course Summary:

Date	Details	Due
Wed Aug 23, 2023	 <a href="#">Academic Activity Assignment</a> <a href="https://webcourses.ucf.edu/courses/1440601/assignments/8193133">https://webcourses.ucf.edu/courses/1440601/assignments/8193133</a>	due by 11:59pm
Tue Aug 29, 2023	 <a href="#">Week 2</a> <a href="https://webcourses.ucf.edu/courses/1440601/assignments/8204143">https://webcourses.ucf.edu/courses/1440601/assignments/8204143</a>	due by 3pm
Tue Sep 5, 2023	 <a href="#">Week 3</a> <a href="https://webcourses.ucf.edu/courses/1440601/assignments/8204170">https://webcourses.ucf.edu/courses/1440601/assignments/8204170</a>	due by 3pm
	 <a href="#">Writing Log 1</a> <a href="https://webcourses.ucf.edu/courses/1440601/assignments/8204093">https://webcourses.ucf.edu/courses/1440601/assignments/8204093</a>	due by 11:59pm
Tue Sep 12, 2023	 <a href="#">Week 4</a> <a href="https://webcourses.ucf.edu/courses/1440601/assignments/8204557">https://webcourses.ucf.edu/courses/1440601/assignments/8204557</a>	due by 3pm
Tue Sep 19, 2023	 <a href="#">Week 5</a> <a href="https://webcourses.ucf.edu/courses/1440601/assignments/8204559">https://webcourses.ucf.edu/courses/1440601/assignments/8204559</a>	due by 3pm
	 <a href="#">Research Question Draft</a> <a href="https://webcourses.ucf.edu/courses/1440601/assignments/8204729">https://webcourses.ucf.edu/courses/1440601/assignments/8204729</a>	due by 11:59pm
Tue Sep 26, 2023	 <a href="#">Week 6</a> <a href="https://webcourses.ucf.edu/courses/1440601/assignments/8204561">https://webcourses.ucf.edu/courses/1440601/assignments/8204561</a>	due by 3pm
	 <a href="#">Gap Analysis Draft</a> <a href="https://webcourses.ucf.edu/courses/1440601/assignments/8204732">https://webcourses.ucf.edu/courses/1440601/assignments/8204732</a>	due by 11:59pm
Tue Oct 3, 2023	 <a href="#">Week 7</a> <a href="https://webcourses.ucf.edu/courses/1440601/assignments/8204562">https://webcourses.ucf.edu/courses/1440601/assignments/8204562</a>	due by 3pm
	 <a href="#">Writing Log 2</a> <a href="https://webcourses.ucf.edu/courses/1440601/assignments/8204094">https://webcourses.ucf.edu/courses/1440601/assignments/8204094</a>	due by 11:59pm
Tue Oct 10, 2023	 <a href="#">Week 8</a> <a href="https://webcourses.ucf.edu/courses/1440601/assignments/8204564">https://webcourses.ucf.edu/courses/1440601/assignments/8204564</a>	due by 3pm
	 <a href="#">Methods Draft</a> <a href="https://webcourses.ucf.edu/courses/1440601/assignments/8204778">https://webcourses.ucf.edu/courses/1440601/assignments/8204778</a>	due by 11:59pm

Tue Oct 17, 2023



**Week 9**

<https://webcourses.ucf.edu/courses/1440601/assignments/8204565>

due by 3pm

Tue Oct 24, 2023



**Week 10**

<https://webcourses.ucf.edu/courses/1440601/assignments/8204567>

due by 3pm



**Ethical Implications Draft**

<https://webcourses.ucf.edu/courses/1440601/assignments/8204779>

due by 11:59pm

Tue Oct 31, 2023



**Week 11**

<https://webcourses.ucf.edu/courses/1440601/assignments/8204569>

due by 3pm



**Writing Log 3**

<https://webcourses.ucf.edu/courses/1440601/assignments/8204098>

due by 11:59pm

Tue Nov 7, 2023



**Week 12**

<https://webcourses.ucf.edu/courses/1440601/assignments/8204570>

due by 3pm



**Resource Identification**

<https://webcourses.ucf.edu/courses/1440601/assignments/8204574>

due by 11:59pm

Tue Nov 14, 2023



**Week 13**

<https://webcourses.ucf.edu/courses/1440601/assignments/8204572>

due by 3pm

Tue Nov 21, 2023



**Writing Log 4**

<https://webcourses.ucf.edu/courses/1440601/assignments/8204100>

due by 11:59pm

Tue Nov 28, 2023



**Funding Opportunities**

<https://webcourses.ucf.edu/courses/1440601/assignments/8204780>

due by 11:59pm

Tue Dec 5, 2023



**Final Portfolio**

<https://webcourses.ucf.edu/courses/1440601/assignments/8204578>

due by 9:50pm



**Roll Call Attendance**

<https://webcourses.ucf.edu/courses/1440601/assignments/8203843>