ENG 6005 - Dissertation Research Design in Texts and Technology

Section: 0001

College of Arts and Humanities

Dean's Office CAH

Course Information

Term: Fall 2024
Class Meeting Days: T
Class Meeting Time: 18:00 - 20:50
Class Meeting Location: TCH 0211
Modality: P
Credit Hours: 3.00

Instructor Information

Mel Stanfill
Office Location: TCH 236-D
Office Hours:
Tuesdays 2:30-5
Email: mel.stanfill@ucf.edu

Course Description

ENG 6005 CAH-DEANCAH 3(3,0)Dissertation Research Design in Texts and Technology: PR: ENG 6812 or ENC 6720 or DIG 6825 or HIS 6159 or C.I. Preparation for the initial stages of dissertation development, including planning, research question development, and methodology determination. Fall

Student Learning Outcomes

In this course, students will:

Learn about what a dissertation is and isn't

Explore organization and project management strategies for dissertation writing

Build from previous research methods training to gain depth in a specific method

Network with other students at the dissertation stage

Gain basic familiarity with seeking research funding

Course Materials and Resources

See bookstore order

Course Assessment and Grading Procedure

Assignments
50 points - Write Every day
Students will consistently write on their dissertation topic. This can take various forms: 7 days a week or 5, formal writing or freewriting, etc. This writing will be logged in a Google Sheet linked from Webcourses.

100 points - 10x Weekly Questions
In 10 weeks of their choice, students will write 3 discussion questions about the shared readings for the week. This is due 3 hours before class time to allow me to collate them.

50 points - Methods Reading List - September 3

In consultation with their adviser and me, students will compile a custom reading list that provides a deep grounding in the research method they intend to use in their dissertation.

100 points - Dissertation Pre-Proposal - October 8

Students will write a 1-2 page pre-proposal explaining the problem, research question, research design, categories of literature, significance, and chapter outline for their proposed dissertation.

200 points - Funding Application - October 22

Students will locate a funding opportunity appropriate to their dissertation and prepare an application. This may be a fellowship or simply money to defray expenses such as participant incentives.

100 points - Methods Presentation - October 29-November 12

Based on their custom reading list, students will present on the method/lead discussion in Week 11, 12 or 13.

100 points - Literature Review - November 12

Students will submit a literature review that synthesizes the sources on their custom reading list.

300 points - Methods section of prospectus - December 3

Students will write a draft of the methods section of their prospectus, clearly articulating the method, data, and analysis.

1000 points Total

Assignment Policies

All assignments are submitted via Webcourses.

Faculty members are required to document students' academic activity at the beginning of each course. To document that you began this course, please complete the Academic Activity Verification by the end of the first week of classes, or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid. The Academic Activity Verification is required even if you do not receive financial aid.

Grades will be reported via Webcourses.

Grading Scale

Letter Grade	Percentage
A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D+	67-69%
D	64-66%
D-	61-63%
F	0-60%

Policies for Course Grade

Makeup Work Policy

No late work will be accepted without an extension requested before the original deadline. Extensions are always available. You do not need to give me a reason. We will work out an alternative deadline. But you have to take responsibility to tell me.

Struggling with keeping up with work in general? Let's talk about it. You are never required to tell me personal information, but I can't help you if I don't know that you're struggling, and getting out in front of a problem gives us more options.

Missed/Late Assignments

No late work will be accepted without an extension requested before the original deadline. Extensions are always available. You do not need to give me a reason. We will work out an alternative deadline. But you have to take responsibility to tell me.

Struggling with keeping up with work in general? Let's talk about it. You are never required to tell me personal information, but I can't help you if I don't know that you're struggling, and getting out in front of a problem gives us more options.

Attendance

Attendance is expected.

AI Policy

As a baseline, you should only use generative AI tools when you have the expertise to verify the quality of the output and are willing to take full responsibility for any problems in the output (adapted from Aleksandr Tiulkanov https://www.linkedin.com/posts/tyulkanov_a-simple-algorithm-to-decide-whether-to-use-activity-7021766139605078016-x8Q9). Beyond that, in general the work I am asking you to do in this course is to think through the materials, synthesize, and take a position on it. How you then write up that work can vary, but the underlying process is where what I'm assessing. You may use generative tools to rewrite your own words or as part of a brainstorming or drafting process, but this must be clearly acknowledged in your assignment and you must be the final editor of everything you turn in.

Syllabus Amendment

A syllabus is a living document, and some readings may change as the semester develops. In addition, changes to the syllabus may become necessary, due to hurricane or other extenuating circumstances. Changes will be communicated via Webcourses.

Course Accessibility

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with [Student Accessibility Services (SAS)](#) (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS,

a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at [Student Conduct and Integrity Office](). According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

a. Academic misconduct is defined as any submitted work or behavior that obstructs the instructor of record's ability to accurately assess the student's understanding or completion of the course materials or degree requirements (e.g., assignment, quiz, and/or exam). Examples of academic misconduct include but are not limited to: plagiarism, unauthorized assistance to complete an academic exercise; unauthorized communication with others during an examination, course assignment, or project; falsifying or misrepresenting academic work; providing misleading information to create a personal advantage to complete course/degree requirements; or multiple submission(s) of academic work without permission of the instructor of record.

b. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards.

c. Commercial Use of Academic Material. Selling of course material to another person and/or uploading course material to a third-party vendor without authorization or without the express written permission of the University and the instructor of record. Course materials include but are not limited to class notes, the instructor of record's slide deck, tests, quizzes, labs, instruction sheets, homework, study guides, and handouts.

d. Soliciting assistance with academic coursework and/or degree requirements. The solicitation of assistance with an assignment, lab, quiz, test, paper, etc., without authorization of the instructor of record or designee is prohibited. This includes but is not limited to asking for answers to a quiz, trading answers, or offering to pay

another to complete an assignment. It is considered Academic Misconduct to solicit assistance with academic coursework and/or degree requirements, even if the solicitation did not yield actual assistance (for example, if there was no response to the solicitation).

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule*. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

Title IX

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at Let's Be Clear and UCF Cares.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – OIE – [Office of Institutional Equity](#) & [askanadvocate@ucf.edu](#)
- Disability Accommodation – Student Accessibility Services – [Student Accessibility Services](#) & [sas@ucf.edu](#)
- [Access and Community Engagement](#) (including the Ginsberg Center for Inclusion and Community Engagement, Military and Veteran Student Success, and HSI Initiatives)
- UCF Compliance and Ethics Office – [Compliance, Ethics, and Risk Office](#) & [complianceandethics@ucf.edu](#)
- The [Ombuds Office](#) is a safe place to discuss concerns.

Reporting an Incident or Issue

If you believe you have experienced abusive or discriminatory behavior by any faculty of staff member, contact the Office of Institutional Equity [online](#) or at 407-823-1336. You can also choose to report using the UCF Integrity Line and can report anonymously or as yourself at 1-855-877-6049 or using the [online form](#). UCF cares about you and takes every report seriously. For more information see the [Reporting an Incident or Issue Webpage](#).

Deployed Active-Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Campus Safety

At UCF Public Safety and Police, safety is the top priority. Emergencies on campus are rare, but if one should arise, it's important to be familiar with some basic safety and security concepts.

- In an emergency, always dial 911.

- Every UCF classroom has an **Emergency Procedure Guide** posted on a wall near the door, which will show you how to respond to a variety of situations. This guide can also be found online [here](#).

- In the event of an active threat, remember **AVOID, DENY, DEFEND**. Choose the best course of action and act immediately. Watch the video [here](#) to learn more.

  - **AVOID**. Pay attention to your surroundings and have an exit plan. Get as much distance and as many barriers between you and the threat as quickly as possible.

  - **DENY.** When avoiding is difficult or impossible, deny the threat access to you and your space. Lockdown by creating barriers, turning the lights off and remaining quiet and out of sight. Make sure your cell phone is silenced, but do not turn it off.

  - **DEFEND.** When you are unable to put distance between yourself and the threat, be prepared to protect yourself. Commit to your actions, be aggressive and do not fight fairly. Do whatever it takes to survive.

- For emergencies on campus, UCF will utilize the [UCF Alert](#) system. All UCF students, faculty and staff are automatically enrolled to receive these email and text alerts, however, it's a good idea to frequently ensure your [contact information is up to date](#).

Financial Aid Accountability

All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete this activity by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

Class Schedule

Schedule

Week 1 - August 20: Who's afraid of the big, bad diss?

Davis, Gordon B., Clyde A. Parker, and Detmar W. Straub. *Writing the Doctoral Dissertation: A Systematic Approach.* Third edition. Hauppauge, N.Y: Barrons Educational Series, 2012. Ch 2

Foss and Waters Ch 1

Single Ch 1

Identify the dissertation you will read in week 2 and work on your custom methods reading list

Week 2 – August 27: What is a dissertation?

Read the model dissertation you have selected. Pay particular attention to how it is structured and the methods.

Custom methods reading list due

Week 3 - September 3: Scope and Topic

Foss and Waters Ch 3

Single Ch 2

"Narrowing the Field: Tips on Choosing Your Topic." https://humcwl.sfsu.edu/narrowing-field-tips-choosing-your-topic.

+ Read about 3 articles or 60% of a book from your methods list

Week 4 - September 10: Preproposal

Foss and Waters Ch 4

Single Ch 5 and 6

VanBuren, Emily. 2015. "Path to the Prospectus | Inside Higher Ed." Inside Higher Ed. https://www.insidehighered.com/blogs/gradhacker/path-prospectus.

+ Read about 3 articles or 60% of a book from your methods list

Week 5 - September 17: Grant writing

Grant Seeking and Preparation Fundamentals Webcourse (selections). Enroll here: https://webcourses.ucf.edu/enroll/DHP4DX

- Seeking Funding module
  - Evaluating Opportunities video
- Proposal Planning – Basics module
  - Request for Proposal (RFP) video
  - Proposal Elements video
- Grant Writing Tips – Overview module
  - Getting Started video
- Grant Writing Tips - Abstract/Summary and Narrative module
  1. General Info - Project Summary and Description video

Kelsky, Karen. 2015. The Professor Is In: The Essential Guide To Turning Your Ph.D. Into a Job. New York: Three Rivers Press. Ch 51 and 52 (PDF)

Bentley, Lisa Patrick. 2010. "Grant-Writing Tips for Graduate Students." *The Chronicle of Higher Education*. https://www.chronicle.com/article/Grant-Writing-Tips-for/125301.

Carlson, Maria. n.d. "Some Frank Advice on Submitting an Individual Research Grant Proposal in the Humanities." KU Department of Slavic Languages & Literatures. https://kuscholarworks.ku.edu/bitstream/handle/1808/4437/GrantHandout_mcarlson.pdf.

+ Read about 3 articles or 60% of a book from your methods list

Week 6 – September 24: Prospectus

Davis, Parker, and Straub Ch 8[MS1]

Emory University Library. "General Guidelines for Dissertation Prospectus and Proposal." https://guides.libraries.emory.edu/ld.php?content_id=66438671

Fiesler, Casey. 2021. Dissertation Proposal Tips! | How to Write a Thesis Proposal. https://www.youtube.com/watch?v=SYQ4wrwyNQA.

Foss and Waters Ch 6

Leonard, Leslie. 2019. "Producing a Finished Prospectus." Inside Higher Ed. https://www.insidehighered.com/blogs/gradhacker/producing-finished-prospectus.

+ Read about 3 articles or 60% of a book from your methods list

Week 7 - October 1: Literature review

Burbules, Nicholas C. 2015. "The Changing Functions of Citation: From Knowledge Networking to Academic Cash-Value." *Paedagogica Historica* 51 (6): 716–26. https://doi.org/10.1080/00309230.2015.1051553.

Foss and Waters Ch 5

Single Ch 3 and 4

Taylor, Dena. n.d. "The Literature Review: A Few Tips On Conducting It | Writing Advice." *Writing Advice* (blog). https://advice.writing.utoronto.ca/types-of-writing/literature-review/.

+ Read about 3 articles or 60% of a book from your methods list

Pre-proposal due

W[MS2]eek 8 - October 8: Analyzing data[MS3]

Foss and Waters Ch 7

Saldaña, Johnny. *The Coding Manual for Qualitative Researchers*. Fourth edition. Thousand Oaks, California: SAGE Publications Ltd, 2021. Ch 1[MS4]

Friese, Susanne. 2017. "How to Make the Best of Codes in ATLAS.ti." ATLAS.ti (blog). https://atlasti.com/2017/03/16/make-best-codes-atlas-ti/.

"NEW Updated Dedoose Support Video Tutorials! Part 1: Qualitative and Mixed Methods." https://www.dedoose.com/blog/new-updated-dedoose-support-video-tutorials-part-1-qualitative-and-mixed-methods.

Getting Started with Orange 16: Text Preprocessing. n.d. Accessed January 26, 2020. https://www.youtube.com/watch?v=V70UwJZWkZ8.

+ Read about 3 articles or 60% of a book from your methods list

Week 9 - October 15: Project management

Miller, Alison B. *Finish Your Dissertation Once and for All!: How to Overcome Psychological Barriers, Get Results, and Move on with Your Life*. Washington, DC: American Psychological Association, 2009. Ch 4 and 5 [MS5] [MS6]

+ Read about 3 articles or 60% of a book from your methods list

Grant application due

Week 10 - October 22: Writing

Jensen, Joli. 2017. Write No Matter What: Advice for Academics. University of Chicago Press. Ch 4, 7, 10, 12.

Miller Ch 6 [MS7]

Single Ch 7, 8

+ Read about 3 articles or 60% of a book from your methods list

Week 11 – October 29: Methods Presentations

Week 12 - November 5: Methods Presentations

Week 12 - November 12: Methods Presentations

Week 13 - November 19: Self-care

Davis et al Ch 5[MS8]

Foss and Waters Ch 11 and 12

MacPhail, Theresa. "The No-Fail Secret to Writing a Dissertation." ChronicleVitae, 2014. https://chroniclevitae.com/news/370-the-no-fail-secret-to-writing-a-dissertation.

Rockquemore, Kerry Ann. 2016. "Advice for Graduate Students Having Difficulty Finishing Their Dissertations." https://www.insidehighered.com/advice/2016/08/03/advice-graduate-students-having-difficulty-finishing-their-dissertations-essay.

Week 14 - November 26: Summing up

What are your concerns about the dissertation? How is that different from the beginning?

Reading TBD: What are the things about dissertation you still feel uncertain about?

Week 15 – December 3

Methods section due

[MS1]Need PDF

[MS2]Fixed to here

[MS3]https://www.youtube.com/watch?v=sHv3RzKWNcQ&list=RDLVlYzhgMZii3o&index=4

[MS4]Need pdf

[MS5]Need pdf

[MS6]https://www.lib.umn.edu/services/ac/dissertation-calculator

[MS7]Need pdf

[MS8]Need pdf