

**The Ohio State University
Colleges of the Arts and Sciences Course Change Request**

Art Education

Academic Unit

Art Education

809

Book 3 Listing (e.g., Portuguese)

Course Number

Summer Autumn Winter X Spring Year 2009

Proposed effective date: choose one quarter and put an "X" after it; and fill in the year. See the OAA curriculum manual for deadlines.

A. Course Offerings Bulletin Information. Follow instructions in the OAA curriculum manual.

Before you fill out the "Present Course" information, be sure to check the latest edition of the *Course Offerings Bulletin* and subsequent Circulating Forms. You may find that the changes you need have already been made or that additional changes are needed. If the course offered is less than quarter or term, please also complete the Flexibly Scheduled/OffCampus/Workshop Request form.

COMPLETE ALL ITEMS THIS COLUMN

Present Course

1. Book 3 Listing: Art Education

2. Number: 809

3. Full Title: Thesis and Dissertation Proposal Writing

4. 18-Char. Transcript Title: T&D Proposal Wrng

5. Level and Credit Hours G 3

6. Description: The purpose of this course is for students to (25 words or less) understand the components of a thesis or Dissertation research proposal. Students will write a draft Proposal.

7. Qtrs. Offered :

8. Distribution of Contact Time:
(e.g., 3 cl, 1 3-hr lab)

9. Prerequisite(s): Art Ed 700 and Art Ed 705

10. Exclusion:
(Not open to...)

11. Repeatable to a maximum of N/A credits.

12. Off-Campus Field Experience:

13. Cross-listed with: N/A

14. Is this a GEC course? No

15. Grade option (circle): Ltr X S/U P
If P graded, what is the last course in the series?

16. a) Is an honors version of this course available? Y N

- b) Is an Embedded Honors version of this course available?
Y N

- c) Is this a Service Learning Course: Y N

17. Other general course information:

COMPLETE ONLY THOSE ITEMS THAT CHANGE

Changes Requested

1. _____

2. _____

3. _____

4. _____

5. 5 cr. hrs.

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. a) _____

- b) _____

- c) _____

17. _____

B. General Information

1. Do you want the prerequisites enforced electronically (see the OAA manual for what can be enforced)?
n/a

2. Does this course currently satisfy any GEC requirement? if so indicate which category.
n/a

3. What other units require this course? Have these changes been discussed with those units?
n/a

4. Have these changes been discussed with academic units that might have a jurisdictional interest in the subject matter? Attach relevant letters.
n/a

5. Is the request contingent upon other requests? if so list the requests.
n/a

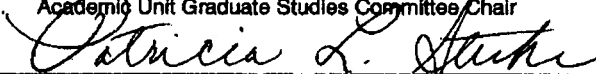
6. Purpose of the proposed change. (If the proposed change affects the content of the course, attach a revised syllabus and course objectives and e-mail to accurrofc@osu.edu.)
To bring the credit hours more in line with the student workload based upon student evaluations.

7. Please list Majors/Minors affected by the proposed change. Attach revisions of all affected programs. This course is (check one):
 Required on major(s)/minor(s) A choice on major(s)/minors(s)
 An elective within major(s)/minor(s) A general elective:
 Required for the PhD program.

8. Describe any changes in library, equipment or other teaching aids needed as a result of the proposed change. If the proposed change involves budgetary adjustments, describe the method of funding:
n/a

CONTACT PERSON: Patricia Stuhr EMAIL: stuhr.1@osu.edu PHONE: 292-7183

Approval Process The signatures on the lines in ALL CAPS (e.g. ACADEMIC UNIT) are required.

- | | | |
|--|----------------------------|--------|
| 1. Academic Unit Undergraduate Studies Committee Chair | Printed Name | Date |
| | Christine Ballengee Morris | |
| 2. Academic Unit Graduate Studies Committee Chair | Printed Name | Date |
|  | Patricia L. Stuhr | 6-9-08 |
| 3. ACADEMIC UNIT CHAIR/DIRECTOR | Printed Name | Date |
| 4. After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 4132 Smith Lab, 174 West 18 th Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to accurrofc@osu.edu . The ASC Curriculum Office will forward the request to the appropriate committee. | | |
| 5. COLLEGE CURRICULUM COMMITTEE | Printed Name | Date |
| 6. ARTS AND SCIENCES EXECUTIVE DEAN | Printed Name | Date |
| 7. Graduate School (if appropriate) | Printed Name | Date |
| 8. University Honors Center (if appropriate) | Printed Name | Date |
| 9. Office of International Affairs (study tours only) | Printed Name | Date |
| 10. ACADEMIC AFFAIRS | Printed Name | Date |

AE 809

Thesis and Dissertation Proposal Writing

Winter 2007, Thursdays, 4:30-7:00

Patricia Stuhr

258 Hopkins Hall

email: stuhr.1@osu.edu

Phone: 614-292-7183

Office Hours: by appointment (check with Holly Longfellow, 614-292-0282)

Course Description

The course purpose is to understand the components of a research proposal and to construct such a proposal for your dissertation, thesis, or project.

Consequently, it is critical to come to the course with a pre-determined idea of what your research will be about, knowledge of relevant literature, and a general idea of how you will investigate your intended area of study. Additionally, it will be important to keep your dissertation advisor apprised of your work in this class and to seek their advice in shaping your proposal. Completing assignments in a timely manner is essential since they will become the basis for class work that builds toward a completed proposal at the conclusion of the course. The course plan is to create the various parts of the research proposal throughout the course, reviewing and revising them along the way, and to employ them as a foundation for a final version of your proposal.

Course evaluation

Final Proposal	40%
Proposal Critique (2)	30%
Literature Review Summaries	30%

Grading Scale

93 - 100 (A), 90 - 92.9 (A-), 87 - 89.9 (B+), 83 - 86.9 (B), 80 - 82.9 (B-), 77 - 79.9 (C+), 73 - 76.9 (C), 70 - 72.9 (C-), 67 - 69.9 (D+), 60 - 66.9 (D), Below 60 (E).

Course Readings

The course readings will primarily derive from your own research. To build your literature review, each week you will submit two summaries of an article or chapter that informs your study.

On reserve in the Fine Arts Library

Davis, G. B.; Parker, C.A. (1979). *Writing the doctoral dissertation: A systematic approach*, 2nd Edition, Hauppauge, NY: Barron's Educational Series, Inc.

Glesne, C. (2005). *Becoming qualitative researchers: An introduction*, 3rd Edition, New York: Longman.

Krathwohl, D. R. (1988). *How to prepare a research proposal: Guidelines for funding and dissertations in the social and behavioral sciences*, 3rd Edition, Syracuse, NY: Syracuse University Press.

Madsen, D. (1992). *Successful dissertations and Theses: A guide to graduate student research from proposal to completion*, 2nd Edition, San Francisco: CA: Jossey-Bass Publishers.

Marshall, C. and Rossman, G.B. (1989). *Designing qualitative research*, Newbury Park, CA: Sage Publications.

Thomas, R.M. and Brubaker, D.L. (2000). *Theses and dissertations: A guide to planning, research, and writing*, Westport, Connecticut: Bergin & Garvey.

Article/chapter Summary

Author:

Title:

Citation (APA or MLA)

1. 50-75 word summary
2. 4-5 key concepts (bulleted)
3. How this work relates to my study.

Academic Misconduct

Academic misconduct is defined as any activity which tends to compromise the academic integrity of the institution, or subvert the educational process. More information about academic misconduct can be found on the following OSU web pages: <http://oaa.osu.edu/procedures/1.0.html> <http://oaa.osu.edu/coam/faq.html>

PLAGIARISM

Copying/claiming someone else's words, ideas, or works (i.e., essays, term papers, in part or in full) as your own is considered plagiarism. A proper reference style should be used when using words or ideas of other people. Suspected cases of plagiarism will be reported immediately to the Committee on Academic Misconduct. The Committee regards academic misconduct as an extremely serious matter, with serious consequences that range from probation to expulsion. *If in doubt, credit your source.* Be sure to consult the course instructor, if you have questions about plagiarism, paraphrasing, quoting, or collaboration.

Disability Services

If you need an accommodation based on the impact of a disability, you should contact me to arrange an appointment as soon as possible. At the appointment we can discuss the course format, anticipate your needs and explore potential accommodations. I rely on the Office for Disability Services for assistance in verifying the need for accommodations and developing accommodation strategies. If you have not previously contacted the Office for Disability Services, I encourage you to do so.

Office for Disability Services <http://www.ods.ohio-state.edu>

Calendar

Week One January 4

Introduction to course
Basic Components of the dissertation/thesis proposal.
Research problem/question

Assignment I

Readings:

Thomas, R. M.; Brubacker, D. L. (2000). Chapter 1 The Nature of Theses and Dissertations, pp. 1-6. In *Theses and dissertations: A guide to planning, research, and writing*, Westport, Connecticut: Bergin & Garvey.

Madsen, D. (1992). Chapter 3 Selecting and Shaping the Research Topic, pp. 32-50. (Pay very careful attention to the section on the Research Question) In *Successful dissertations and Theses: A guide to graduate student research from proposal to completion*, 2nd Edition, San Francisco: CA: Jossey-Bass Publishers.

Glesne, C. A. (2005). Chapter 2 Prestudy Tasks: Doing What is Good for You, pp. 21-48. In *Becoming qualitative researchers: An introduction*, New York: Longman.

Week Two

January 11 (I will be out of town at a conference on this date and we will make up the class time on March 9 --- Friday)

Assignment I

Literature review: 2 article/chapter summaries.

Assignment II

Dissertation proposal analysis.

Barnes, M. W. (2006). *Analysis of Contemporary Artistic Practices within Morocco Based on Oral Histories of Twelve Artists*. Pp. 1-34. (Example of a proposal)

Kushins, J. (2006). *Art Foundations after the Cultural Turn: 21st Century Discourses on Introductory Undergraduate Art Education*. Pp. 1-37. (Example of a proposal)

Assignment III

Draft of your research question.

Assignment IV

Readings:

Davis, G. B.; Parker, C.A. (1979). Chapter 8 The Dissertation Proposal, pp.81-100. In *Writing the doctoral dissertation: A systematic approach*, 2nd Edition, Hauppauge, NY: Barron's Educational Series, Inc.

Stuhr, P. L. (1987). Chapter 1, Introduction, pp. 1-10, *Cultural Conflict: Viewed through the Art of Contemporary Wisconsin Indians*. Doctoral dissertation, University of Wisconsin-Madison. (Example of proposal turned into Chapter 1)

Week Three

January 18

In class, further refinement and development of research questions.

Discuss dissertation proposal analyses.

Assignment I

Literature review: 2 article/chapter summaries.

Assignment II

Readings:

Thomas, R.M. and Brubaker, D.L. (2000). Chapter 6, Stating the problem and its rationale, pp.77-87. In *Theses and dissertations: A guide to planning, research, and writing*, Westport, Connecticut: Bergin & Garvey.

Assignment III

A. Draft of your problem.

In one paragraph state the problem for your study.
What do you want to find out?

B. Primary research question.

State your primary question. The question should be concise, but contain all the key elements of the problem.
Identify 4-6 sub-questions.

C. Provide a rationale for the significance of the study for the field.

What is the theoretical and practical significance of your study?
Why is the primary research question worth investigating?

Think about:

1. the difficulty of the problem.
2. the number of people to be affected by the results.
3. the amount of controversy associated with this problem
4. the extent to which the study offers an innovative viewpoint.

D. What is the personal significance of this study?

Week Four

January 25

Assignment I

Literature review: 2 article/chapter summaries.

Assignment II

Background to your study. Contextualize the study in terms of your own interests and background and the wider socio-cultural and intellectual context.

Continue in class development of research questions.

Assignment III

Readings:

Krathwohl, D. R. (1988). Chapter 3, pp. 38-50, *How to prepare a research proposal: Guidelines for funding and dissertations in the social and behavioral sciences*, 3rd Edition, Syracuse, NY: Syracuse University Press. (Pay attention to section dealing with literature review)

Stuhr, P. L. (1987). Chapter 2, Literature Review, pp. 11-47, *Cultural Conflict: Viewed through the Art of Contemporary Wisconsin Indians*. Doctoral dissertation, University of Wisconsin-Madison.

Week Five

February 1

Assignment I

Literature review: 2 article/chapter summaries.

Assignment II

Conceptual Framework

Organize your study under several key conceptual areas.

Visually represent the organization of the conceptual framework.

Explain what each conceptual areas is about, its importance to the study, and how they are related to the primary research question.

Explain how the conceptual areas are interrelated.

Assignment III

Readings:

Madsen, D. (1992). Chapter 4 Preparing the Research Proposal, pp. 51-80. (Pay very careful attention to the section on the Literature Review-Review of Relevant Research and Theory). In *Successful dissertations and Theses: A guide to graduate student research from proposal to completion*, 2nd. Edition, San Francisco: CA: Jossey-Bass Publishers.

Week Six

February 8 (Guest Instructor---Dr. Anthony Scott)

In class preparation for developing the research design for your study.

Assignment I

Literature review: 2 article/chapter summaries.

Assignment II

Readings:

Thomas,R.M. and Brubaker, D.L. (2000). Chapter 7, "Types of research methods and sources of information," pp. 92-135." In *Theses and dissertations: A guide to planning, research, and writing*, Westport, Connecticut: Bergin & Garvey.

Stuhr, P. L. (1987). Chapter 3, Methodology, pp. 48-56, *Cultural Conflict: Viewed through the Art of Contemporary Wisconsin Indians*. Doctoral dissertation, University of Wisconsin-Madison

Week Seven

February 15

Assignment I

Literature review: 2 article/chapter summaries.

Assignment II

Design of your study.

Construct a plan for data collection and analysis.

How will you investigate the problem/question?

What methodologies and methods will you use?

List the sources of data for the study.

Explain how you will collect the data.

Explain how you will analyze the data.

Week Eight

February 22

Assignment I

Literature review: 2 article/chapter summaries.

Assignment II

Readings:

Krathwohl, D. R. (1988). Chapter 17, pp. 252-274, Suggestions and Insights for the Doctoral Student. How to prepare a research proposal: *Guidelines for funding and dissertations in the social and behavioral sciences*, 3rd Edition, Syracuse, NY: Syracuse University Press

Week Nine

February 29

Assignment I

Literature review: 2 article/chapter summaries.

Assignment II

Consider limitations of your study.

Week Ten

March 8

Assignment I

Bring to class your completed proposal. It should be in narrative form, but use the numbered headings (I-VIII).

Assignment II

1-2 page evaluation of the strengths and weaknesses of your proposal. What more do you need to do?

Week Eleven

March 9 (Friday make-up class for cancelled class on January 11)

Discussion of how do we proceed from here.