

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

Art Education

Academic Unit

Art Education

Book 3 Listing (e.g., Portuguese)

809 Thesis and Dissertation Proposal Writing

Number

Title

T&D Proposal Wrng

G

3

18-Character Title Abbreviation

Level

Credit Hours

Summer

Autumn

Winter

Spring

X

Year

2008

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 the instructions in the OAA curriculum manual. If this is a course with decimal subdivisions, then use one New Course Request form for the generic information that will apply to all subdivisions; and use separate forms for each new decimal subdivision, including on each form the information that is unique to that subdivision. If the course offered is less than a quarter or a term, please complete the Flexibly Scheduled/Off Campus/Workshop Request form.

Description (not to exceed 25 words): The purpose of this course is for students to understand the components of a thesis or dissertation research proposal.

Students will write a draft proposal.

Quarter offered:

Distribution of class time/contact hours:

Quarter and contact/class time hours information should be omitted from Book 3 publication (yes or no):

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

Exclusion or limiting clause:

Repeatable to a maximum of N/A credit hours.

Cross-listed with: N/A

Grade Option (Please check): Letter S/U Progress What course is last in the series? 809

Honors Statement: Yes No

GEC: Yes No

Admission Condition

Off-Campus: Yes No

EM: Yes No

Course: Yes No

Embedded Honors Statement: Yes No

Other General Course Information:

(e.g. "Taught in English." "Credit does not count toward BSBA degree.")

B. General Information

Subject Code _____ Subsidy Level (V, G, T, B, M, D, or P) _____

If you have questions, please email Jed Dickhaut at dickhaut.1@osu.edu.

1. Provide the rationale for proposing this course:

In order to write a clear and coherently structured thesis or dissertation proposal, this course is essential.

2. Please list Majors/Minors affected by the creation of this new course. 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 PhD

3. Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course.

N/A

4. Is the approval of this request contingent upon the approval of other course requests or curricular requests?

Yes: No: List:

5. If this course is part of a sequence, list the number of the other course(s) in the sequence: 700, 705

6. Expected section size: 20 Proposed number of sections per year: 1

7. Do you want prerequisites enforced electronically (see OAA manual for what can be enforced)? Yes: No:

8. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (List units and attach letters and/or forms):
Not Applicable:

9. Attach a course syllabus that includes a topical outline of the course, student learning outcomes and/or course objectives, off-campus field experience, methods of evaluation, and other items as stated in the OAA curriculum manual and e-mail to ascurofc@osu.edu.

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

Andrew J. Bluff

2. Academic Unit Graduate Studies Committee Chair Printed Name Date

Patricia L. Stehr Patricia L. Stehr 4-23-07

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, 105 Brown Hall, 190 West 17th Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to ascurofc@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 Education (if appropriate) Printed Name Date

10. ACADEMIC AFFAIRS Printed Name Date

AE 894

Research Proposal Course

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 Analyses (2) | 30% |
| Literature Review Summaries | 30% |

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.

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.

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>

