



School of Education
College of Professional Studies
University of Wisconsin - Stevens Point

EDSU 920 Dissertation Seminars & Writing (1- 3 credits)

Spring 2020

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<https://www.facebook.com/henry.saintmaurice>

My web page:

<http://www.chillfin.com/henry/Arnold-StMaurice/Saint-Maurice.html>

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Communicating with your Instructor

I am available online or in person by appointment. Allow 24 hours for a return communication.



Chats & email: For course matters, use Teams Chats. For longer or private correspondence, use email: hstmauri@uwsp.edu



Voice: Teams has a voice call feature, or call my mobile 920-318-0037



Video: Teams has a video feature.

Teams is the preferred media for correspondence. If you use email, please use correct subject lines and attachments.

Course Description

Draft and complete a dissertation addressing two or more core principles. Attend seminars and a mock defense.

Program Core Principles

- Transformative learning;
- Systems thinking;
- Ecological thought;
- Pluralistic democracy;
- Diversity & social justice;
- Ethical action.

Program Learning Outcome

PLO #7: Students will write a research study based on principles of sustainability. In this course, outcomes are comprised disciplined research study on a valid topic designed to advance knowledge, skills, and dispositions toward sustainability through education, community, and business systems and conduct.

Student Learning Outcomes

In EDSU 920, as warranted, students will:

1. Specify a topic, purpose, problem, question and theoretical model in a [prospectus](#) for a dissertation addressing two or more program core principles.
2. Use scholarly literature to substantiate a topic, purpose, problem, question and theoretical model in a draft Chapter 1.
3. Review scholarly literature aligned with a topic, purpose, problem, question and theoretical model addressing two or more program core principles in a draft Chapter 2.
4. Discern a setting, population, sample, procedures, data collection, and data analysis addressing two or more program core principles in a draft Chapter 3.
5. Report results in a draft Chapter 4.
6. Draw conclusions, state implications, make recommendations in a draft Chapter 5
7. Attend four seminars and two 1-on-1 conferences
8. submit a draft dissertation and present a mock defense to peers, faculty of record, and dissertation committee.
9. Submit front and back matter for defense and publication.

Projects

Outcome	SLOs
Prospectus	1
Chapter 1 (as warranted)	1 & 2
Chapter 2 (as warranted)	1, 2, & 3
Chapter 3 (as warranted)	1, 2, 3, &4
Proposal (as warranted)	1, 2, 3, 4, & 5
Chapter 4 (as warranted)	1, 2, 3, 4, 5, & 6
Chapter 5 (as warranted)	1, 2, 3, 4, 5, 6, &7
Front & back matter (as warranted)	1, 2, 3, 4, 5, 6, &7
Seminars	1 2, 3, 4, 5, 6, 7, & 8
1-on-1 conferences	
Mock defense	

Texts

UWSP has a library guide ([libguide](#)) for this course.

Required

American Psychological Association. (2010). *Publication manual of the American Psychological Association (7th ed.)*. Washington, DC: Author.

Burke, P. & Jimenez Soffa, S. (2018). [The elements of inquiry](#). New York, NY: Routledge.

Creswell, J. W. & Creswell, J. D. (2018). *Research design, 5th ed.* Thousand Oaks, CA: SAGE.

Foss, S. (2007). [Destination dissertation: A traveler's guide to a done dissertation](#). Latham, MD: Rowman & Littlefield.

O'Neil, J. (2019). *Proposal and dissertation guidebook*. Stevens Point, WI: Educational Sustainability Doctoral Program.

Recommended

Onwuegbuzie, A. & Frels, R. (2016). *Seven steps to a comprehensive literature review*. Thousand Oaks, CA: SAGE.

Additional materials will be made available on Canvas and Teams.

Workflow

This course requires online posting of written work that is viewable only to the instructor.

Individual students are free to share their work on their Edublogs.

All written work in EDSU 920 must be submitted in the default word processor, MS-Word, as files in DOCX format; to aid retrieval in hierarchical file systems, place a submission date at the head of all file names, followed by writers' last names (e.g., 010120_Janus_1.DOCX).

UWSP requires use of EndNote to manage citations and references.

Learning Technology

Technology Philosophy

As you will be learning about how we change systems of teaching and learning, in your studies, you will have an opportunity to embody this by the workflow set forth in your studies. As you will see, I do not have everything set up “packaged” in modules or anything of the sort. Instead, we will work on projects – as a class, in small groups, and individually. We will practice a Sustainable Education by building in a handful of “tools” and skills you will use for sustaining your studies. The intention is to use technology intentionally to build both individual, student to teacher, student-to-student and group collaboration bring your learning to life...remotely.

Coming at this from an ontology of systems thinking and emergent properties. (An emergent property is a property, which a collection or complex system has, that cannot occur as an individual alone.) For our case, we are using this thinking to build several forms of technologies to come together to offer a whole, meaningful learning experience for you.

The other way I think of an emergent property is in how we function as a cohort community of learners. With respect that every bit of technology will not be everyone’s favorite, we will commit to what we know is for the good of the whole. With that, there may be some technology that we choose that works best, what might need to be dismissed and what might need to be added. I invite you to please give it a try!

Technology Policy

This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly other than (Edublog) which is password protected but you can share the password of your site. Some assignments require account creation for online programs. In any technology we use, your academic records (grades, student IDs, personal identification information) will not be shared by the instructor of this course. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission, including FlipGrid, which is also password protected. By participating in these assignments, you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. If you elect to not participate in these online assignments due to confidentiality concerns, then you may request an alternative mode of delivery.

Student Technology Expectations

In this course you will be expected to complete the following types of tasks.

- communicate via email and the Canvas Inbox
- complete basic internet searches
- download and upload documents to the LMS
- read documents online
- view online videos
- participate in online discussions
- complete quizzes/tests online
- submit files to Canvas
- participate in synchronous online discussions

Course Technology Requirements

- View this website to see [minimum recommended computer and internet configurations for Canvas](#).
- You will also need access to the following tools to participate in this course.
 - webcam
 - microphone
 - printer
 - a stable internet connection (don't rely on cellular)

Course Structure and LMS

This course uses Canvas, the New Learning Management System (LMS) being adapted across the UW System. Canvas can be accessed via a launch portal at <https://www.uwsp.edu/canvas> using your campus login and password. Help in Canvas is available at the bottom of the launch portal, and through the “Help” menu within Canvas. A student orientation / training course is available for self registration at <https://uws.instructure.com/enroll/FNRAL8>.

By registering for this course, you have agreed in an alternative technology plan should your computer stop working or you lose internet. The library is a good alternative.

UWSP Technology Support

- Visit with a [Student Technology Tutor](#)
- Seek assistance from the [IT Service Desk](#) (Formerly HELP Desk)
 - IT Service Desk Phone: 715-346-4357 (HELP)
 - IT Service Desk Email: techhelp@uwsp.edu

Getting Canvas Help



Click on the  button in the global (left) navigation menu and note the options that appear:

Options	Explanations
<p>Ask Your Instructor a Question Submit a question to your instructor</p>	<p>Use Ask Your Instructor a Question sparingly; technical questions are best reserved for Canvas personnel and help as detailed below.</p>
<p>Chat with Canvas Support (Student) Live Chat with Canvas Support 24x7!</p>	<p>Chatting with Canvas Support (Student) will initiate a <i>text chat</i> with Canvas support. Response can be qualified with severity level.</p>
<p>Contact Canvas Support via email Canvas support will email a response</p>	<p>Contacting Canvas Support via email will allow you to explain in detail or even upload a screenshot to show your particular difficulty.</p>
<p>Contact Canvas Support via phone Find the phone number for your institution</p>	<p>Calling the Canvas number will let Canvas know that you're from UWSP; phone option is available 24/7.</p>
<p>Search the Canvas Guides Find answers to common questions</p>	<p>Searching the Canvas guides connects you to documents that are searchable by issue. You may also opt for Canvas video guides.</p>
<p>Submit a Feature Idea Have an idea to improve Canvas?</p>	<p>If you have an idea for Canvas that might make instructions or navigation easier, feel free to offer your thoughts through this Submit a Feature Idea avenue.</p>

All options are available 24/7; however, if you opt to email your instructor, s/he may not be available immediately.

Microsoft Teams

Microsoft Teams is yours that will stay with you throughout the duration of your studies.

Please watch this video to learn about Teams: <http://bit.ly/2QR2MG7>

We mostly use Teams for communication outside of class or Canvas. It is a good place to Chat, seek advising, ask one on one questions privately, connect with a classmate outside of class, connect with other cohort members and to access the Cross-cohort HUB and the Writing HUB.

Edublog

Throughout your studies, you will maintain EduBlog for product pieces and blog type of interaction. I will not grade or comment/critique your work in EduBlog. That type of feedback will occur in Canvas before you upload a piece. You are more than welcome to upload other pieces not required, to EduBlog as your portfolio, and thoughts and ideas grow.

End Note (individual with limited social/sharing)

REQUIRED: EndNote is supported by the UWSP library and is very good for reference management and advance writing integration. I did add you all to a group account so we can share articles that we find during library searches. The one drawback is that you cannot subgroup the articles so it may get unorganized fast. There are a couple things it does not do too well or at all is: social learning; upload articles; or allowing us to subfolder/categorize within a group.

Other Tech Software

In addition to these main workflow technologies, you may be introduced to project dependent technologies/software integrated into Canvas.

Plan on seeing the following in various courses as needed (not comprehensive):

1. **LucidChart** – mapping (good for lots of things!)
2. **Tiki-toki** – interactive historical timeline
3. **Flipgrid** – short video recorded discussions

Protecting your Data and Privacy

UW-System approved tools meet security, privacy, and data protection standards. For a list of approved tools, view this website. <https://www.wisconsin.edu/dle/external-application-integration-requests/>

Tools not listed on the website linked above may not meet security, privacy, and data protection standards. If you have questions about tools, contact the UWSP IT Service Desk at 715-346-4357.

Here are steps you can take to protect your data and privacy.

- Use different usernames and passwords for each service you use
- Do not use your UWSP username and password for any other services
- Use secure versions of websites (HTTPS instead of HTTP) whenever possible
- Have updated antivirus software on your devices

Statement about Services that have not been approved by UW-System

This course requires posting of work on line that is viewable only by your classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for on line programs. The instructor of this course will not share your academic records (grades, student IDs). Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments, you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. Examples of additional risks include data mining by the company providing the service, selling of your email to third parties, and release of ownership of data shared through the tool. If you elect to not participate in these online assignments due to confidentiality concerns, then an alternate assignment will be offered to you. **[UWSP Handbook Chapter 9 Section 5]**

Netiquette Guidelines

Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance the learning experience for everyone in the course:

- Do not dominate any discussion.
- Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as 😊 can be helpful to convey your tone but do not overdo or overuse them.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Never make fun of someone's ability to read or write.
- Share tips with other students.

- Keep an “open-mind” and be willing to express even your minority opinion. Minority opinions have to be respected.
- Think and edit before you push the “Post Reply” button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable

Adapted from:

Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). *Netiquette: Make it part of your syllabus*. Journal of Online Learning and Teaching, 6(1). Retrieved from http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm

Shea, V. (1994). Netiquette. Albion.com. Retrieved from: <http://www.albion.com/netiquette/book/>.

Guidelines

All work is evaluated continuously and formatively. This course is letter-graded in accordance with the UWSP [Catalog](#).

Holistic Grading System

All work should be completed in a progressive manner to allow instructor to give continual feedback for improvement. This feedback may come in the form of engaging in the discussions and project work as well as assignments submitted. It is expected that students incorporate feedback for improvement for their future work. Holistic work for three projects will be evaluated against the holistic grading rubric for the midterm and final grade.

Grading Checklist

Knowledge

- Evidence of research design;
- Evidence of topic, problem, purpose, question, model, literature, and methods;
- Evidence of results, key findings, conclusions, implications & conclusions;
- Evidence of formatted front & back matter.

Skills

- Evidence of critical analysis;
- Evident use of scholarly resources;

Dispositions

- Evidence of collaboration on proposal and with cohort;
- Evident understanding of shared goals;

Communications

- Evidently correct structure, format, and prose;
- Evident use of APA style; and
- Successful participation in seminars and mock defenses.

Attendance & Participation

Engagement in EDSU 920 is expected on-site, on-line or in-person as approved by all parties.

Late Work

Timelines conform to UWSP Timetable dates for grade postings. Requests for extensions must be made in advance, and may not be granted past grading deadlines without contracts to fulfill incomplete course grades. All incomplete-grade contracts must be completed within six months.

Philosophy

In the University of Wisconsin - Stevens Point Doctoral Program in Educational Sustainability, we practice sustainable education by intentionally using technology to bring learning to life in collaboration among students, instructors, mentors, communities, and environments.

Privacy Policy

Academic records are private information protected under law. Except Edublog, which is sharable, all work posted online is viewable only by the course instructor and cohort members. Individuals who share their own records or work assume their own risks. Students may encrypt work submitted online.

University Policies

Inclusivity

Diversity in this class is a resource, strength, and benefit. All materials and activities are intended to respect diverse gender identities, sexual orientations, abilities, ages, socioeconomic status, ethnicities, races, nationalities, religions, and cultures.

Religious Beliefs

It is UW System policy to reasonably accommodate all sincerely held religious beliefs with respect to all examinations and other academic requirements. Sincerity of religious beliefs is accepted at face value. Makeups without prejudicial effects are permitted in all cases. Requests for makeups are kept confidential, and must be made in writing in first week of this course. Students may file any complaints regarding compliance with this policy in the Dean of Students [715-346-2611](tel:715-346-2611), 212 Old Main, DOS@uwsp.edu

Equal Access

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. Modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. Results of such evaluations must demonstrate students' achievements in academic activity, rather than describe their disability.

If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center to complete an Accommodations Request form. Phone: 346-3365.

Academic Honesty

UWSP 14.01 Statement of principles

The Board of Regents, administrators, faculty, academic staff, and students of the University of Wisconsin System believe that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors.

UWSP 14.03 Academic misconduct subject to disciplinary action.

(1) Academic misconduct is an act in which a student:

- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
- (b) Uses unauthorized materials or fabricated data in any academic exercise;
- (c) Forges or falsifies academic documents or records;
- (d) Intentionally impedes or damages the academic work of others;
- (e) Engages in conduct aimed at making false representation of a student's academic performance; or
- (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to:

- Cheating on an examination;
- Collaborating with others in work to be presented, contrary to the stated rules of the course;
- Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another;
- Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas;

- Stealing examinations or course materials;
- Submitting, if contrary to the rules of a course, work previously presented in another course;
- Tampering with the laboratory experiment or computer program of another student;
- Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Any student suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](#).