Professor: Lisa R. Lattuca  
Office: 2117D School of Education Building  
Email: llatt@umich.edu  
Class: Mondays, 1:00-4:00  
Office hours by appointment: Thursdays and Fridays are typically best.

**COURSE DESCRIPTION AND LEARNING OBJECTIVES**

This course offers an introduction to Higher Education as a field of study and to educational research as source of knowledge and a genre of inquiry. As an applied field, Higher Education draws on multiple disciplines to explore and understand educational phenomena and issues, and at its best, translates the research and theory it generates into ways of understanding, informing, and evaluating practice and policy.

Two overarching learning objectives guide the design and conduct of your educational experiences in EDUC 662. The first of these broad objectives is to engage you as active participants in discussions about the foundations, nature, conduct, and quality of educational research to prepare you for further study leading to your post-graduate roles as faculty, administrators, educators, policy makers, researchers, evaluators, and members of the higher education community. The second overarching goal is to assist you in becoming an engaged member of the CSHPE and higher education communities by making apparent many of the norms and expectations of study in the Center for the Study of Higher and Postsecondary Education (CSHPE) and the field of higher education more generally. The norms and expectations related to research will become clear to you as this course (and others you will take) progress, but the expectations of your faculty and peers and the cultural norms of CSHPE and the SOE may not always be obvious. So, in addition to your reading, presentations, and written assignments, your ongoing work is to observe, to reflect on your experiences, and to bring your questions to class as you learn more about all of us through interactions in your courses and elsewhere with others in CSHPE and the School of Education, and in the higher education research community more generally.

*Objective 1: Develop a foundation of knowledge about social science/education inquiry, research approaches, design and methods, and views of quality of educational research*

- Understand the evolution of social science inquiry and the basic commitments of past and current approaches to research.
• Examine and reflect on the affordances and constraints of current approaches to educational research
• Critically read and evaluate research in higher education

Objective 2: Prepare for productive engagement in the CSHPE, School of Education, University, and Higher Education communities
• Identify a) the norms and expectations of doctoral students in higher education (locally and beyond) and b) strategies for successful engagement in CSHPE and the field of higher education.
• Identify a research topic, and begin to identify important boundaries and questions by synthesizing and evaluating a related set of studies on the topic
• Begin to organize your knowledge and thoughts about a topic of interest, and devise ways to deepen that knowledge and/or pursue research interests.
• Become familiar with the types of reading, thinking, inquiring, analyzing, and writing necessary for success in the Higher Education program and in your work after graduation.
• Begin to plan ways to enhance your knowledge and skills as you move through your doctoral program.

TEXTS AND REQUIRED READINGS

Required Text:
Please purchase the following text from an online bookseller:

Required Readings:
Additional chapters and articles that appear in the syllabus will be posted on the Canvas course site. In this course, we will be reading texts carefully and closely, and referencing sections of the articles and chapters in class. You may find that you are best able to read carefully and closely when you have and make notes on a hard or digital copy of the text. I recommend that unless you are using a program that allows you to easily and effectively annotate texts (e.g., Zotero), you download and print readings posted on CANVAS so you can make marginal notes, pose questions, and summarize ideas in preparation for class discussions.

EXPECTATIONS AND REQUIREMENTS

This is a doctoral seminar that requires all students to actively participate in all class meetings. Although I have designed the course and selected readings, activities and assignments, the quality of the class sessions is our collective responsibility. To achieve our collective learning goals, I ask you to fully engage with the ideas presented in the readings as well as with each other’s ideas. Expect to consider ideas that are new, and potentially challenging to your current ideas about knowledge, research, graduate
school, and higher education as a field. Also expect to reconsider familiar ideas from different perspectives – from the authors and from one another. Our class discussions will be successful if we take these as opportunities to raise questions, clarify, challenge ideas and opinions constructively, and learn about and from others’ perspectives.

Please feel free to – and do – think out loud, test and question ideas, and engage all of us in critical discussion. Since we seek to create an intellectual community, we are all expected to approach the ideas that we encounter with genuine respect and interest; constructive, multi-perspectival dialogue is our best route to informed, well-reasoned, and defensible judgments and conclusions.

ASSIGNMENTS OVERVIEW

The assignments for this course are briefly described below. I will provide expanded descriptions of each assignment to guide your work, and we will also discuss the assignments in class well before they are due.

The course assignments are designed to build your ability to read and critique research. We will focus primarily on research conceptualization (problem statements and conceptualizations) and methods. An advanced theory course will provide opportunities to read theory and using it in research in your concentration area.

We begin by reading and discussing the foundations of social research (of which educational research is part). With this basic foundation, we will begin to examine elements of the research process (e.g., identifying significant research questions, reading the literature, conceptualizing research, collecting data), and we will use examples of educational research to anchor our explorations and discussions.

As we build this foundation, you will identify and begin to explore a research topic of interest to you. This project will be your major assignment for the course. You will complete it in phases so that I can give you feedback and guidance along the way. In short, you will a) select a research topic and frame a research question, b) identify a small set of relevant research articles related to the topic, c) read, summarize, and critique each article, d) synthesize what can be learned from these articles, and finally e) evaluate your learning and what it means for your pursuit of this research topic. By the end of the term, you should have a good idea of whether the topic is as interesting to you as you thought when you began, whether it is a viable topic for further study, and identify next steps (i.e., additional readings, refined research directions, cognate and related courses, pilot studies) as you continue your studies in the program.

Class Participation

A seminar course places great responsibility on students, who must prepare and to engage with the readings and with colleagues each week. Please review the schedule of readings in advance and schedule sufficient, focused reading time to prepare for each
class meeting. **Class participation will contribute 30 percent of your final grade.** A rubric explaining the participation grading criteria will be posted on Canvas (Rubric Folder: Class Participation Rubric). **Please let me know in advance if you will miss a class session so I may plan accordingly.**

**Written Assignments:**

Proseminar offers an opportunity for you to begin to explore an area of research that you may become a focus of your work during your doctoral program and beyond.

**Assignments 1 & 2: Proposal for Research Topic Exploration – Initial Due October 8, Revision Due October 22**

Early in the fall term, you will identify a specific topical area that you will become the focus of your final paper for the course. This first step toward your topic area is an *initial research proposal* that identifies the topic you want to explore and explains its significance to higher education research, theory.

**Individual meeting:** By Friday, October 19, you and I will have met to discuss your proposed topic. PLEASE REVIEW the research statement you wrote for your application to Michigan since this will provide *some* foundation for our meeting. How much do you know about the topic(s) you identified in this statement – from your reading, work or personal experiences? What aspect of this topic will you explore for this course? In our meeting, we will discuss the scope and focus of the topic, and ensure that you have a sufficient empirical research base from which to choose 8-10 articles to read, evaluate, and synthesize for your course paper.

**Revised proposal and reading list:** By Monday, October 22, you will submit your revised proposal, which will have 1) addressed any refinements we discussed, and 2) include your final list of empirical articles.

Assignments 1 and 2 are ungraded – but that does not mean they are unimportant. The time you spend thinking about the problem or question that interests and how researchers have studied it to date will allow you not only to focus your course paper but to plan your future activities in the doctoral program. The more work you do up front, the better our individual meeting will be, and the better your foundation for your course paper – and your studies going forward.

**Assignment 3: Journal Article Critique – Monday, October 22**

A major goal of Proseminar is to give you guidance and practice in critical reading of educational research. In your first graded paper, you will apply what you are learning in a critique of a higher education journal article. This assignment, which is designed to help you prepare you for your final paper, is due on Monday, October 22. I will provide an assessment rubric for this assignment so you will understand my expectations and the criteria that I will use to evaluate your work.
Although I typically encourage you to talk with your peers on your assignments, I will ask you NOT to do so for this assignment; rather, think of the assignment as a way to check your understanding of what we have discussed in class to date. We will use your reviews as the basis for a class discussion on October 22 so we can share insights and ideas. This assignment is worth 10% of your grade.

Assignments 4 through 7: Research Review in 4 Phases
Your seminar paper will focus your attention on a set of related articles that will allow you to explore a research topic of your choice. This assignment has two main goals: 1) to give you further practice in understanding, synthesizing, and critiquing literature; and 2) to begin to build your knowledge of a research area of your choice. This assignment should also help you think about a program of reading on this topic, coursework, cognate course selection, and ideas about potential approaches to your qualifying examinations. We will discuss these strategies and requirements along the way, and I will provide further written guidance.

I will provide assessment rubrics to guide your work and to provide feedback on the phases of this assignment. I am available to meet with you as needed. Here is a brief overview of each of the four phases (more detail will be posted on CANVAS).

In Phase 1 of your research review, you will summarize and evaluate two articles that you have identified for your paper in a brief annotation. I will review your annotations quickly to provide any feedback that is needed to ensure they are well focused and provide useful information. This phase is not graded. It is due on Friday, November 2.

In Phase 2, you will compare, contrast and integrate the information in two of the studies in your list of resources (likely the ones you just did for your annotation assignment). Phase 2 will give you some practice in summarizing and synthesizing information, and is intended to move you toward your final paper. I will provide feedback that you should incorporate into your final paper. This phase will contribute 10% to your course grade and is due on Friday, November 9.

For Phase 3, you will have read and annotated all the articles in your list of references, and you will write a short “categorization memo” about how you can organize the studies, or components of the studies to facilitate understanding of their similarities and differences – and thus what they can tell us about your topic. Phase 3 will contribute 10% of your course grade. It is due on Friday, November 30.

All this work culminates in Phase 4 with your final course paper, which is due on Wednesday, December 12. Your paper may not exceed 18 pages of text (12 pt Times Roman, one-inch margins, excluding title page, endnotes and references). This completed paper will contribute 30% to your course grade. These combined assignments will account for 50% of your course grade.
**Schedule of Assignments**

All assignments for the course are due on the dates posted in this syllabus. If you have a pressing commitment, you must negotiate an alternative date with me *at least one week in advance of the due date*.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Due Dates</th>
<th>% of Grade</th>
</tr>
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<tbody>
<tr>
<td>Class Participation</td>
<td>ongoing</td>
<td>30%</td>
</tr>
<tr>
<td>1 Initial Proposal for Research Topic</td>
<td>Monday, 10/8</td>
<td>ungraded</td>
</tr>
<tr>
<td>2 Revised Proposal for Research Paper</td>
<td>Monday, 10/22</td>
<td>ungraded</td>
</tr>
<tr>
<td>3 Journal Article Review</td>
<td>Monday, 10/22</td>
<td>10%</td>
</tr>
<tr>
<td>4 Two annotations for final paper</td>
<td>Friday, 11/2</td>
<td>ungraded</td>
</tr>
<tr>
<td>5 Two article review</td>
<td>Friday, 11/9</td>
<td>15%</td>
</tr>
<tr>
<td>6 Categorization Memo</td>
<td>Friday, 11/30</td>
<td>15%</td>
</tr>
<tr>
<td>7 Final Course Paper</td>
<td>Wednesday, 12/12</td>
<td>30%</td>
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Deferred (or “incomplete”) grades for the course are not advisable, but can be requested if circumstances require. You must discuss the need for a deferred grade, and establish due date for completion with me *in advance* of the last day of class.

**Format:** All written assignments will conform to APA (American Psychological Association) style for citations and references. Written assignments must be double-spaced, 12-point Times Roman, with one-inch margins.

**Evaluation**

In general, assignments will be evaluated using the following criteria:

- demonstration of complex understanding of social research as a genre of inquiry, indicated by quality of discussion, analysis, argumentation, and elaboration of important ideas;
- organization (logical progression of ideas and arguments);
- clear and engaging writing;
- balanced and critical discussion of ideas or arguments;
- knowledgeable and effective use of relevant literature to support claims; and
- thoughtful integration of ideas across readings.

These criteria will be further explained in the assessment rubrics that I will use to evaluate your work, and that I will provide to you in advance of the due date of the assignment. *Please consult the rubric before you begin writing so you understand the expectations for each assignment.*
Grading Scale: The scale used for determining final course grades will be:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>3.7 - 4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.4 - 3.69</td>
</tr>
<tr>
<td>B+</td>
<td>3.1 - 3.39</td>
</tr>
<tr>
<td>B</td>
<td>2.8 - 3.09</td>
</tr>
<tr>
<td>B-</td>
<td>2.5 - 2.79</td>
</tr>
<tr>
<td>C+</td>
<td>2.2 - 2.49</td>
</tr>
<tr>
<td>C</td>
<td>2.0 - 2.19</td>
</tr>
<tr>
<td>D</td>
<td>1.1 - 1.99</td>
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<tr>
<td>F</td>
<td>0 - 1.0</td>
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</table>

**Academic Integrity:**
You are expected to comply with the Rackham Policy on Academic Integrity ([http://www.rackham.umich.edu/policies/academic_and_professional_integrity/statement_on_academic_integrity/](http://www.rackham.umich.edu/policies/academic_and_professional_integrity/statement_on_academic_integrity/)). Academic dishonesty includes, but is not limited to, falsifying or fabricating information, plagiarizing the work of others, facilitating or failing to report acts of academic dishonesty by others, submitting work done by another as your own, submitting work done for another purpose to fulfill the requirements of a course, or tampering with the academic work of other students. If you are unsure what constitutes a violation of academic integrity, please come talk with me.

**Accommodations for Students with Documented Needs:**
If you need an accommodation for a documented need, please let me know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way I teach may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with the office of Services for Students with Disabilities to help us determine appropriate accommodations. I will treat any information you provide as private and confidential. See [http://www.umich.edu/~sswd/](http://www.umich.edu/~sswd/) for more information about services for students with disabilities.

**Religious Observation:**
This class observes University defined holidays (such as Labor Day, Thanksgiving Day, Fall Break). Because other days may be of more significance to you than a University-designated holiday, please inform me as soon as possible if a class day or due date for a class assignment conflicts with your observance of a holiday that is important to you. I will work with you to accommodate your needs.

**Schedule of Readings and Assignments**

| Week 1: September 10 |
Introduction to the Course, Doctoral Study, and Research in Higher Education

TEXT:

CANVAS:


Week 2: September 17
Foundations, Part 1: Research Methodologies

TEXT:

CANVAS:

DOI:10.1080/07294360.2012.750275

Week 3: September 24
Foundations, Part 2: Conceptual and Theoretical Frameworks

TEXT:

CANVAS:


Week 4: October 1
Foundations, Part 2: Introduction to Research Design and Qualitative Research

TEXT:


CANVAS:

Week 5: October 8
Quantitative Methods

DUE: Initial Proposal for Course Paper

TO DO: Please schedule an individual meeting with me between October 11 and 19 to discuss your proposal for your winter term paper.

TEXT:

Continued on next page

CANVAS:


**October 15: FALL BREAK - NO CLASS**

**Week 6: October 22**
**Significant Research Questions**

*Due:*  *Journal Article Critique*
*Revised Proposal for Course Paper*

**TEXT:**

**CANVAS:**


**Week 7 – October 29**
**Literature Reviews**

*Due: Two annotations for final paper, due Friday, October 2*

**TEXT:**

*Continued on next page*

**CANVAS:**
15.


**Week 8 – November 5**

**Journal Article Reviews**

**DUE: Synthesis and critique of two articles, Friday, November 9**

**Student-led Session: Journal Article Reviews**

**Kristen, Mollie, and Rooney**


**Week 9 – November 12**

**Journal Article Reviews**

**Student-led Session: Journal Article Reviews**

**Jarett and Yvonne**

**CANVAS**


**Week 10 – November 19**

**Journal Article Reviews**

**Student-led Session: Journal Article Reviews**

**Davinia and Reuben**


**Week 11 – November 26**

**Research Integrity**

**DUE: Categorization memo, Friday, November 30**

**CANVAS:**

AERA Code of Ethics


*Continued on next page*
Indiana University (via UM libraries): How to recognize plagiarism: Tutorials and Tests
Set of tutorials:
https://www.indiana.edu/~academy/firstPrinciples/tutorials/index.html
The Certification test:

**Week 12 – December 3**
**Preventing for the next stages of your program, Part 1**

**CSHPE Student Panel:** Preparing for QPA and B

**CANVAS:**

QPA and B Rubrics – Review the Evaluation Criteria

Review ONE QPA/B exam, in your concentration area, for our discussion

**Week 13 – December 10**
**Preventing for the next stages of your program, Part 2**

**DUE: Wednesday, December 12 - Final Paper**

**CSHPE Student Panel:** Planning your doctoral experience

**CANVAS:**
Sample Conference Paper Calls – for discussion

