# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pnggraduate COMMITTEE curriculum PROPOSAL FORM

## Cover page Scroll over blue text to see further [instructions](#instructions)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| A.1. [Course or program](#Proposal) | **EDP 600: Reading and writing for doctoral studies** | | | | |  |
| [Replacing](#Ifapplicable) | **n/a** | | | | |  |
| A.2. [Proposal type](#type) | **Course: creation | revision |** [**deletion**](#deletion)  **Program**[**: creation**](#creation) **|** [**revision**](#revision)**| deletion |** [**suspension**](#suspension) | | | | |  |
| A.3. [Originator](#Originator) | Janet Johnson | | [Home department](#home_dept) | | URI/RIC Ph.D. in Education Program | |
| A.4. [Rationale](#Rationale)/Context | The Educational Doctoral Program is revising the curriculum. This new course will take place in the first semester along with EDP 601 (see EDP 601 course proposal). Current courses that take place in the first semester will be moved to later in the program.  This course focuses on reading academic research and writing a literature review at the doctoral level and, more generally, improving first year doctoral students' academic reading and writing skills. It is not a remedial course. Rather, it emphasizes the interrelatedness of critical reading, writing, and thinking in the pursuit of identifying and understanding the research literature on a topic. It also asks students to reflect on their emerging identity as an academic scholar and situate their reading and writing practices in relevant disciplines and communities of practice. The course will be included as an elective for the URI/RIC Ph.D. in Education program. | | | | | |
| A.5. [Student impact](#student_impact) | This course will not add to students’ length of time in the program. EDP 611 will be merged with EDP 610 and keep the EDP 610 number. EDP 621 will be revised and then offered as a specialization course. These changes are included in the catalog copy. | | | | | |
| A.6. Impact on other programs | **N/A** | | | | | |
| A.7. [Resource impact](#Resource) | *[Faculty PT & FT](#faculty" \o "Need to hire new full-time or part-time faculty? This is where you indicate if this proposal will be affecting FLH in your department/program.)*: | This will not affect FLH. | | | | |
|  | [*Library*:](#library) | Students will be taking this course on the URI campus, so will have access to the URI and RIC holdings. No additional journals or librarian help are needed. | | | | |
|  | [*Technology*](#technology) | n/a | | | | |
|  | [*Facilities*](#facilities): | n/a | | | | |
|  | Promotion/ Marketing needs | n/a | | | | |
| A.8. [Semester effective](#Semester_effective) | Fall 2020 | A.9. Rationale if sooner than next fall | |  | | |

B. [NEW OR REVISED COURSES](#delete_if):

|  | Old ([for revisions only](#Revisions) – list only information that is being revised) | New |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title) |  | EDP 600 |
| B.2. Cross listing number if any |  | n/a |
| B.3. [Course title](#title) |  | Reading and Writing for Doctoral Studies |
| B.4. [Course description](#description) |  | Students develop and practice academic reading, writing, and thinking skills involved in professional practices of educational research and publishing communities. Course emphasizes scholarly identity and writing cogent literature reviews. |
| B.5. [Prerequisite(s)](#prereqs) |  |  |
| B.6. [Offered](#Offered) | **Fall | Spring | Summer |**  **Even years | Odd years | Annually**  [**Alternate Years**](file:///C:/Users/jfuentes_4972/Downloads/Alternate%20Years)  **| As needed** | **Fall | Spring | Summer |**  **Even years | Odd years | Annually**  **Alternate Years | As needed.** |
| B.7. [Contact hours](#contacthours) |  | 3 |
| B.8. [Credit hours](#credits) |  | 3 |
| B.9. [Justify differences if any](#differences) |  | |
| B.10. [Grading system](#grading) | **Letter grade** | **Letter grade | S/U** |
| B.11. [Instructional methods](#instr_methods) | **Fieldwork | Internship | Laboratory | Lecture | Practicum | Seminar | Small group | Individual | Studio work |** [**% Online**](#Online) | **Fieldwork | Internship | Laboratory | Lecture | Practicum | Seminar | Small group | Individual | Studio work |** [**% Online**](#Online) |
| B.12.[Categories](#required) | **Required for program |Restricted elective for program | Free elective | Required for Certification** | **Required for program | Restricted elective for program | Free elective | Required for Certification** |
| B.13. [How will student performance be evaluated?](#performance) | **Attendance | Class participation | Clinical work | Exams | Fieldwork | Presentations | Papers |**  **Class Work | Interviews | Quizzes |**  **Performance Protocols | Projects |**  **| Reports of outside supervisor | Studio work** | **Attendance | Class participation | Clinical work | Exams | Fieldwork | Presentations | Papers |**  **Class Work | Interviews | Quizzes |**  **Performance Protocols | Projects |**  **| Reports of outside supervisor | Studio work** |
| B.14. [Redundancy with, existing courses](#competing) |  | n/a |
| B. 15. Other changes, if any |  | |

| B.16**.** [**Course learning outcomes**](#outcomes)**: List each outcome in a separate row** | [**Professional organization standard(s)**](#standards)**, if relevant** | [**How will the outcome be measured?**](#measured) |
| --- | --- | --- |
| 1. You will learn and practice concrete strategies for reading and deconstructing academic texts as evidenced by your ability to… | n/a | Complete **six sets of writing and thinking exercises** at various times during the semester. |
| 2. You will develop a strong metacognitive awareness of your academic reading and writing processes as evidenced by your ability to: |  | Complete a **self-assessment** of your critical approaches to reading and writing and **reflect on the awareness and action reminders** outlined at the end of each chapter in your course text |
| 3. You will locate and closely examine peer-reviewed published research articles on a topic in your field as evidenced by your ability to: |  | Construct an **annotated bibliography or scholar-author study** that accompanies your idea map and author map to inform your understanding of research on that topic |
| 4. You will synthesize and integrate findings from research using advanced academic conventions as evidenced by your ability to: |  | Write a **short scholarly review of the literature** related to your research interests that cogently synthesizes key findings and identifies a potential gap to inform your own research agenda |
| 5. You will situate your reading and writing practices in relevant disciplines and communities of practices as evidenced by: |  | Construct an **idea map and an author map** that organizes key research in your area of interest and use this to create and reflect on **your guest list** for a hypothetical scholarly dinner party |
| 6. You will reflect on your own emerging identity and positionality as an academic scholar as demonstrated by your ability to: |  | Compose **three integrated reflections on Becoming a Scholar** over the course of the semester (Week 1, Week 7, and Week 14). |
| 7. You will contribute to mutually beneficial discussions with faculty and peers about how to successfully negotiate the professional practices of educational research and publishing communities as evidenced by your ability to: |  | Actively **participate in weekly conversations** by contributing to and offering feedback on others’ oral and/or written contributions  Work with classmates to collaboratively **prepare one section of an academic reading and writing resource** to be shared with other doctoral students in our program |

| B.17. [**Topical outline**](#outline)**: Do NOT insert a full syllabus, only the topical outline** |
| --- |
| 1. Overview of Academic Research in the Social Sciences   Understanding Academic Writing  Understanding Academic Reading and Its Connection to Academic Writing  Applying Academic Reading: Tools and Strategies for Understanding Research   1. Understanding Communities of Practice and the Role of Academic Discourse 2. Finding Your Voice 3. Reading and Deconstructing Argument Structures   Writing Research-Based Argumentation Structures  Weaving A Logic Thread Through Your Writing   1. Interpreting the Research 2. Writing a Literature Review |

|  |
| --- |
| **INSTRUCTIONS FOR PREPARING THE CATALOG COPY**: The proposal must include all relevant pages from the college catalog, and must show how the catalog will be revised. (1) Go to the “Forms and Information” page on the Graduate Committee website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. |

## D. Signatures

* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs).
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to [graduatecommittee@ric.edu](mailto:graduatecommittee@ric.edu) and a printed or electronic signature copy of this form to the current Chair of Graduate Committee. Check Graduate Committee website for due dates.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. may include multiple departments, e.g., for joint/interdisciplinary prposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Patricia Cordeiro | Program Director of Educational Doctoral Program |  | 11/7/19 |
| N/A | Chair of |  |  |
| Jeannine Dingus-Eason | Dean of Feinstein School of Educational Studies |  | Tab to add rows |

##### D.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. List all other programs and departments affected by this proposal. Signatures from these departments are required in the signature section. CONCERNS SHOULD BE BROUGHT TO THE GRADUATE COMMITTEE MEETING FOR DISCUSSION.

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
| --- | --- | --- | --- |
| Leslie Schuster | Dean of Graduate Studies |  |  |
|  |  |  |  |
|  |  |  | Tab to add rows |