



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

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

Fall 2019

Faculty of Record: Henry St. Maurice  
Mobile: 920-318-0037  
Email: [hstmauri@uwsp.edu](mailto:hstmauri@uwsp.edu)

### Find me on...

ResearchGate:

[https://www.researchgate.net/scientific-contributions/2002877491\\_Henry\\_St\\_Maurice](https://www.researchgate.net/scientific-contributions/2002877491_Henry_St_Maurice)

Academia:

<https://uwsp.academia.edu/HenrySaintMaurice>

Facebook:

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

My web page:

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

Program Administrator: Joy O'Neil, Director of Educational Sustainability

CPS 437, UWSP, 1901 Fourth Avenue, Stevens Point, WI 54481-3897

[joneil@uwsp.edu](mailto:joneil@uwsp.edu)

715-346-3292

## Contents

Communicating with your Instructor .....	2
Course Description .....	2
Program Core Principles.....	2
Program Learning Outcome .....	2
Student Learning Outcomes .....	3
Projects .....	3
Texts .....	4
Workflow.....	4
Guidelines.....	4
Grading Checklist .....	5
Attendance & Participation.....	5
Late Work .....	5
Philosophy .....	5
Privacy Policy .....	5
University Policies.....	6
Inclusivity .....	6
Religious Beliefs.....	6
Equal Access.....	6
Academic Honesty .....	6

## 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](mailto: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 seminars and submit a draft dissertation and present a mock defense to peers, faculty of record, and dissertation committee.
  8. Submit front and back matter for defense and publication.
- A [prospectus](#) is a one-page document stating which of the above learning outcomes are warranted by the student's committee.
  - Outcomes met in previous terms are not warranted in this course.
  - All work is considered to be in draft form until published and cataloged.

## Projects

Outcome	SLOs
#1: Prospectus	1
#2: Chapter 1 (as warranted)	1 & 2
#2: Chapter 2 (as warranted)	1, 2, & 3
#3: Chapter 3 (as warranted)	1, 2, 3, &4
#4: Proposal (as warranted)	1, 2, 3, 4, & 5
#5: Chapter 4 (as warranted)	1, 2, 3, 4, 5, & 6
#6: Chapter 5 (as warranted)	1, 2, 3, 4, 5, 6, &7
#7: Front & back matter (as warranted)	1, 2, 3, 4, 5, 6, &7
#8: Seminars and mock defense (as warranted)	1 2, 3, 4, 5, 6, 7, & 8

## Texts

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

## Required

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> 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 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., 010119\_Janus\_1.DOCX).

UWSP requires use of EndNote to manage citations and references.

## Guidelines

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

## 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](mailto: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](#).

Made in 2019 by Joy O'Neil & Henry St. Maurice

