Purpose
This course offers an introduction to doctoral studies in Educational Psychology. Students will explore the nature, quality, and function of scholarship in the field as it aligns with the expertise of program faculty. They will also learn some of the norms and conventions associated with academic research and begin articulating their own research questions. Students will be encouraged to determine how their areas of interest match those of faculty members, establish goals for their doctoral program, and begin reading research in their respective fields. Each week, students will be asked to complete a practical activity designed to strengthen their involvement in the doctoral program and in the field as a whole.

Readings
Prior to each class, students will be asked to read materials posted online or available in the course Dropbox Site. Students will be required to read those papers prior to coming to class and to be ready to discuss the content of those papers. This syllabus will be posted online and readings will be added across the semester. For some weeks, it may be beneficial to use jigsaw methods to divide the readings and compare the ideas rather than to expect each person to read all the selections. Ideally, each week, students will also write something about what they have read and use that to strengthen their participation in class discussions. Below are a number of books that students have found helpful or essential to their graduate studies and you may want to purchase as many as you can afford this semester, adding others as you see fit. Those with an * will be beneficial to everyone, but other books are useful to individuals with different levels of experience with academic research.


Assignments and Ground Rules
This class relies heavily on weekly discussions of the readings and thoughtful reactions to the information that faculty members offer during class. The most important assignment, therefore, is to attend each class and read each week’s assignments before coming to class.

Everyone’s absence is felt. Grades for the course are satisfactory/unsatisfactory (pass/fail) and excessive absences will make it impossible to participate in a satisfactory manner. For weeks where it is impossible to attend class, students may write a brief summary of assigned reading or otherwise submit evidence that they have completed activities associated with the topic under consideration. It is the student’s responsibility to also meet the designated faculty or staff person for the weeks they have missed. We use this grading system to encourage students to raise questions and think deeply about the program and their involvement in it without worry that this will affect their overall grade point average, but for obvious reasons, participation and attendance are essential.

Instead of tests, students will be asked to participate in a variety of conversations with their advisors about the nature of their graduate program. Students who have projects underway will be encouraged to continue working on those projects and find ways to obtain feedback from faculty who might be of assistance. By the end of the semester, students should be able to outline a detailed agenda for their graduate studies, name more than one faculty member who will be able to assist them in their agenda, and have a clear sense of how their plans match the PhD degree requirements.
**Academic Integrity**

UIC's *Honor Code* as well as the ethical standards of the *American Educational Research Association, American Psychological Association*, and *Society for Research in Child Development* governs all work in this and all other courses offered in the College of Education. Students are responsible for becoming familiar with these codes and standards which are available online. Especially important for doctoral courses, students should pay attention to the proper use and citations of others' work, and avoid plagiarism. More information on UIC's Disciplinary Policies can be found at: [http://www.uic.edu/depts/dos/conductforstudents.shtml](http://www.uic.edu/depts/dos/conductforstudents.shtml)

**Accessibility**

UIC strives to ensure the accessibility of programs, classes, and services to students with disabilities. Reasonable accommodations can be arranged for students with various types of disabilities, such as documented learning disabilities, vision or hearing impairments, and emotional or physical disabilities. All students should know that the University of Illinois at Chicago is committed to maintaining a barrier-free environment so that individuals with disabilities can fully access programs, courses, services, and activities at UIC. Students with disabilities who require accommodations for full access and participation in UIC Programs must be registered with the Disability Resource Center (DRC). Please contact DRC at (312) 413-2183 (voice) or (312) 413-0123 (TDD).

UIC also offers a wide range of resources for students who need extra help. Doctoral students may want to pay particular attention to the resources available at the UIC Writing Center. It is essential that students get in the habit of writing at least something as often as possible, preferably every day. More details on support services can be found at: [http://www.uic.edu/academics/student-support](http://www.uic.edu/academics/student-support)
## Tentative Schedule

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<th>Dates</th>
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<td>Aug. 24&lt;sup&gt;th&lt;/sup&gt;</td>
<td><strong>Introduction Terri Thorkildsen</strong>&lt;br&gt;The nature and function of scholarship—What do we mean by scholarship in the academy? (Shil's <em>The Academic Ethic</em>)&lt;br&gt;Introduction to scholarship in Educational Psychology—How does our program fit within the broader field? (Richardson's <em>Stewards of a Field, Stewards of an Enterprise</em>)</td>
<td><strong>Meet Aerika Loyd</strong>&lt;br&gt;<em>Designing a CV</em>—Where have you been? What information belongs on a CV? How are such documents organized? Why it is important to start now?</td>
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<td>Aug. 31&lt;sup&gt;st&lt;/sup&gt;</td>
<td><strong>Meet Elise Wilson</strong>&lt;br&gt;<strong>Program timelines</strong>—What are the program expectations and what are the major benchmarks? (Review of the <em>Doctoral Student Handbook</em>)&lt;br&gt;Reading and understanding published research—What is the role of evidence in crafting strong scholarship? How can you tell if you have read enough in your area of interest? Why is reading essential to success in research?</td>
<td><strong>Meet Marisha Humphries</strong>&lt;br&gt;<em>Setting personal research goals</em>—How can you begin to imagine a program of research? (Review of the <em>Advising Covenant</em>)</td>
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<td>Sept. 7&lt;sup&gt;th&lt;/sup&gt;</td>
<td><strong>Meet Dalal Katsiaficas</strong>&lt;br&gt;Defining a researchable question—Why do students sometimes feel like their advisors are always &quot;shooting down&quot; their good ideas? How can you determine if a question is important enough? (Booth et al., <em>The Craft of Research</em>)</td>
<td><strong>Meet Annie Armstrong</strong>&lt;br&gt;<em>Virtual library tour</em>—Where will you find published research? What are some of the quality control indicators available in the research databases?</td>
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<td>Sept. 14&lt;sup&gt;th&lt;/sup&gt;</td>
<td><strong>Meet Marisha Humphries</strong>&lt;br&gt;<em>Setting personal research goals</em>—How can you begin to imagine a program of research? (Review of the <em>Advising Covenant</em>)</td>
<td><strong>Meet Mike Thomas</strong>&lt;br&gt;<em>IRB/ethics and the Belmont report</em>—What are the training requirements and why are they important for new students? (<a href="#">IRB's Training 101</a>)</td>
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<td>Sept. 21&lt;sup&gt;st&lt;/sup&gt;</td>
<td><strong>Meet Dalal Katsiaficas</strong>&lt;br&gt;Defining a researchable question—Why do students sometimes feel like their advisors are always &quot;shooting down&quot; their good ideas? How can you determine if a question is important enough? (Booth et al., <em>The Craft of Research</em>)</td>
<td><strong>Meet Yue Yin</strong>&lt;br&gt;Academic writing—Why do doctoral students need to study academic writing skills? (Graff &amp; Berkenstein's <em>They say, I say</em>; APA's <em>Publication Manual of the American Psychological Association</em>)</td>
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<td>Sept. 28&lt;sup&gt;th&lt;/sup&gt;</td>
<td><strong>Meet Annie Armstrong</strong>&lt;br&gt;<em>Virtual library tour</em>—Where will you find published research? What are some of the quality control indicators available in the research databases?</td>
<td><strong>Meet Terri Thorkildsen</strong>&lt;br&gt;Why does diversity matter when conducting research in Educational Psychology? How do scholars strengthen their own self-awareness?</td>
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<td>Oct. 5&lt;sup&gt;th&lt;/sup&gt;</td>
<td><strong>Meet Mike Thomas</strong>&lt;br&gt;<em>IRB/ethics and the Belmont report</em>—What are the training requirements and why are they important for new students? (<a href="#">IRB's Training 101</a>)</td>
<td><strong>Meet Yue Yin</strong>&lt;br&gt;Academic writing—Why do doctoral students need to study academic writing skills? (Graff &amp; Berkenstein's <em>They say, I say</em>; APA's <em>Publication Manual of the American Psychological Association</em>)</td>
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<td>Oct. 12&lt;sup&gt;th&lt;/sup&gt;</td>
<td><strong>Meet Yue Yin</strong>&lt;br&gt;Academic writing—Why do doctoral students need to study academic writing skills? (Graff &amp; Berkenstein's <em>They say, I say</em>; APA's <em>Publication Manual of the American Psychological Association</em>)</td>
<td><strong>Meet Terri Thorkildsen</strong>&lt;br&gt;Why does diversity matter when conducting research in Educational Psychology? How do scholars strengthen their own self-awareness?</td>
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| Oct 26<sup>th</sup> | Meet **George Karabatsos**  
Developing a strong network of colleagues—Why do researchers place so much emphasis on teamwork? What is the peer review process and why does it matter? (Web materials on mentoring and social networks) |
| Nov. 2<sup>nd</sup>   | Meet Kim Lawless (hopefully)  
Funding your research—Why are grants important? |
| Nov. 9<sup>th</sup>   | Meet Kathleen Sheridan  
The importance of conferences and professional organizations in academic life—Why do some professors require that you attend at least one conference? When is it important to become involved in professional research organizations? (*Review of conferences and professional organizations that are related to the field of Educational Psychology*) |
| Nov. 16<sup>th</sup> | Meet Ev Smith  
Possible selves and how to get there—Where do our graduates go? (*If graduates are available, we would love to have them serve as panelists*) |
| Nov. 23<sup>rd</sup>  | Thanksgiving—No Class |
| Nov. 30<sup>th</sup> | Meet Stacey Horn  
Proposing research—What is involved in building a research proposal and why should you have experience before designing your dissertation? (*Any one of the many books on what is involved in a dissertation proposal*) |
Resources

August 24th  Introduction to Scholarship in Educational Psychology

August 31st  Starting a Curriculum Vitae

Here are a couple of readings on academic entrepreneurship.
http://www.sciencemag.org/careers/2014/03/third-way-becoming-academic-entrepreneur
https://www.insidehighered.com/career-advice/academic-entrepreneurship

September 7th  Your Responsibilities with Respect to Program Timelines
Doctoral Programs Steering Committee (2010). Doctoral student handbook. Chicago, IL: College of Education of the University of Illinois at Chicago.

September 14th  Setting Personal Research Goals

September 21st  Defining a Researchable Question

September 28th  Using the UIC Library
Library Research Guides
https://goo.gl/forms/HzcvLzijgOZ1UL7u32
October 5th  IRB and Ethics in Research
Institutional Review Board  http://research.uic.edu/education-training

October 12th  Academic Writing
Advice on reviewing manuscripts:  http://www.psychologicalscience.org/observer/0102/prescol.html
Advice on reviewing manuscripts:  http://www.apa.org/pubs/books/4316057.aspx

Contacting ETS to find their policy reports:  http://www.ets.org/research/policy_research_reports

October 19th  Diversity and the Value of Passionate Dispassion

October 26th  Teamwork in Research and Developing a Strong Network of Colleagues

University of Michigan’s Rackham School of Graduate Studies (2007). How to get the mentoring you want: A guide for graduate students at a diverse university. Ann Arbor, MI: The Regents of the University of Michigan.

November 2nd  Funding Your Research
Institute of Educational Sciences  http://ies.ed.gov/
Ford Foundation  http://www.fordfoundation.org/
National Science Foundation
Spencer Foundation  http://www.spencer.org/
National Research Council  http://nationalacademies.org/nrc/
November 9th  The Importance of Conferences and Professional Organizations
American Educational Research Association  http://www.aera.net/
Association for Psychological Science  http://www.psychologicalscience.org/
Society for Research in Child Development  http://www.srcd.org/
Society for Research on Adolescence  http://www.s-r-a.org/

November 16th  Possible Selves and How to Get There: Oh the Places We Can Go
Pressley, M. (2005). Oh, the places an educational psychologist can go! ... and how young educational psychologists can prepare for the trip (apologies to Dr. Seuss). Educational Psychologist, 40, 137-153. doi: 10.1207/s15326985ep4003_1

November 23rd  Thanksgiving Week—No Class

November 30th  Proposing Research

Table of contents from various design and measurement texts