Syllabus for Educational Studies 898
Fall, 2002: Mondays 1-3 PM

Proseminar 1-A for First Year Doctoral Students in
Educational Administration, Foundations, Policy,
Research Methods, and Teacher Education

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The Proseminar is a one credit hour course designed to support and assist first and second year doctoral students. The curricula for the proseminars are developed by the faculty members in the participating programs. It meets seven times, two hours per session. We will meet on the following dates: September 9, 16, 23, 30, and October 7, 14, & 21

Required texts
Various handouts supplied by the instructor.

A Note of Reading the APA Manual and Turabian: These two texts do not offer pulse-pounding, heart-stopping reading. Yet it is vital for you to know what they contain and how to access the contents when necessary. Therefore there are three “levels” of reading assigned for these texts: Skim – page through the text, familiarizing yourself with the general nature of the material presented; Look over – pay closer attention than you would with skimming, but no need for close reading; Read – read the text with care.

Strongly Recommended
EndNote 6 (Thomson ISI). EndNote is a bibliographic database program. Its value to you is considerably enhanced if you begin using it as early in your doctoral studies as you possibly can.

Grades
Work in the proseminar is not graded on an A-E scale. The final grade assigned for the proseminar is either an S or U. The S is earned by attending all classes, completing the readings and assignments described below, and participating in class discussions.

Meeting Dates, Topics for Discussion, Assignments, and Readings
1. September 9
   Introductions // Reasons and expectations for graduate study at U of M: By the Students and by the Faculty // Brief Description of the Organization and Operation of the SoE // Some Considerations on the Etiquette of Graduate Study // Outline of Activities for the Next Six Weeks
2. September 16  
Bring to Class: *Craft of Research*  
The Nature of Scholarly Research // Embodying Research in Writing // Developing A Significant Problem and “Fixing” Your Audience // Discussion of *The Craft of Research* // Undertaking the Virtual Research Paper

**Reading** due for this class: *Craft*, Preface, 1-84.  
**Assignments** due for this class: None

3. September 23  
Bring to class: *Craft*, Virtual paper (multiple copies)  
Scholarly Research (continued): The Construction of Argument and Developing Claims, Evidence, Warrants, and Qualifications // First Round of Discussion of Virtual Papers // The Purpose of Documentation // Two Systems of Citation

**Reading** due for this class: *Craft*, 85-148; *APA Manual*, read pp. 3-9 and highlight questions on p. 6, read and highlight questions under “Quality of Presentation” on pp. 29-30.  
**Assignment** due for this class: Virtual paper, first draft; **Bring copies for all.**

4. September 30  
Bring to class: *APA Manual, Turabian.*  
References and Citations // Some Challenges with APA Citation Format // The Wisdom of Practice: Second and Third Year Reveal Their Secrets

**Reading** due for this class: *Turabian*, Read §§ 1.1-1.4, 1.46-1.47, 8.1-8.22; Skim 8.22-8.153; Read 9.1-9.13, 10.1-10.2. *APA Manual*: Read p. 28 (§1.13), Look Over pp. 207-222, Skim pp. 223-238, and Appendix D, “References to Legal Materials” (pp. 397-410); Note the reference examples on pp. 239-281 (you should mark these pages, as you will be referring to them frequently).  
**Assignment** due for this class: None

5. October 7  
Bring to class: *Turabian, APA Manual*  
Wrapping Up Documentation // Ethics of Research // Plagiarism // Becoming Familiar with *EndNote* // Using Electronic Reference Resources at the U of M

**Reading** due for this class: *Craft*, 166 (beginning at 11.5)-170, 172-174, and 255-258; *Turabian*, Look Over chap. 5; take note of what is available to you in chapter 11. *APA Manual*, Read pp. 348-355 (§ 8.05), also §1.03, “Authorship,” on pp. 6-7, and Appendix C, “Ethical Standards” (pp. 387-396).  
**Assignment** due for this class: (1) Second draft of virtual paper. (2) On separate sheet, cite two books and two periodicals appropriate to your virtual paper. Show first in APA Reference Style; then in Chicago footnote style; then in Chicago bibliographic style. Bring sufficient copies of both assignments for every member of class.  
L Remind GDF to distribute history of UM School of Education to class
( Note: No class on October 14; Fall Recess

6. October 21
   Bring to class:
   Discussion of virtual papers // Hints and Advice for Using Audio & Video Gear in
   Your Research Endeavors

   Reading due for this class: Craft, chap. 15;  APA Manual: Note Checklist in
   Appendix A, pp. 379-383; Read Appendix E, “Sample Cover Letter,” pp. 411-412;
   Read “Guidelines to Reduce Bias in Language,” pp. 61-69, and note examples in
   Table 2.1, pp. 70-76.
   Assignment due for this class: Write a one page introduction to your virtual
   paper that is at once engaging and compelling.
   K Remind GDF to distribute information on Ed Schools

7. October 28
   Bring to class: Science and Art of Teaching
   History of UM Ed School // The Past, Present & Future of Ed Schools // On
   Becoming an Advanced Doctoral Student: Constructing an agenda of
   scholarship, inquiry and research; Attending conferences, submitting papers, and
   finding funds to go; The etiquette of conference presentations; Networking at
   conferences; Feeling Good About Your Knowledge and Understanding //
   Course and instructor evaluation

   Reading for this class: The Science and the Art of Teaching (75th Anniversary
   Publication of the UM School of Education), Handout on Ed Schools
   Assignment for this class: None