PsTL 8315: Capstone Workshop
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Thursday from 5:30-8:00

Course Description:
This course is designed to help you prepare for your Plan B project. For the Plan B project students are expected to select a project topic and form that will be useful to their future goals in multicultural college teaching and learning. The final Plan B must demonstrate: (a) familiarity with the tools of research or scholarship in their major field, (b) the ability to work independently, and (c) the ability to present the results of their investigation effectively.

The Plan B project begins with a 7-10 page proposal that must be approved by your adviser. The proposal includes the following:

(a) Rationale/ Purpose of project topic and format
(b) Purpose of the project
(c) Intended Audience
(d) Theoretical foundation
(e) Significance as established by the student’s review of the literature
(f) Intended data collection methods and submission of IRB (if relevant)
(g) Intended project output
(h) Evidence that the project is informed by multicultural perspectives.

This workshop will provide a structured space in which to develop, critique, and refine your project plan and will support as you develop a system for organizing and synthesizing research. The course will culminate in completion of your Plan B proposal to be submitted to your adviser by December 15, 2011.

Course Approach:
This is a process-oriented, workshop-style course. As such, your own research project, texts, drafts and questions will form the basis for our inquiry and learning. We have intentionally chosen to keep external texts to a minimum so as to center the course around your projects. Therefore, we will all rely on and benefit from thoughtful preparation and engagement in the course. It is our firm belief (and experience) that collective input, particularly when it is informed, critical, and generative, is the best tool for promoting development of research and writing. Having a community of practitioners (whether in the context of teaching, student development, or research) engaging in the inquiry and project development process is an incredible asset. We have identified multiple texts that might serve as references, roadmaps, or guides for you as you develop your project. Because each of these is tailored to slightly different readers and research, we will provide some excerpts from them and let you determine if a more full reading will be useful to you.

We are expecting that you will enter the course at different stages in the conception of your Plan B project. We have organized the course in a way that is open enough to provide flexibility so as to be useful to a range of entry points, but with an overall structure to create connective
tissues that give purpose and value to being in the course together. Attending to rhetorical awareness is a key feature of the course.

**Grading:**
This course is graded on an S/N basis. The basis for earning a grade of “S” is:
- Preparation for and participation in class
- Providing substantive and thoughtful critique of peers’ work
- Engaging in thoughtful self-critique and assessment of your work
- Completion of all assignments

**Course Schedule Fall 2011**

**September: Conceptualizing the Plan B Project**

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tr>
<td>9/8</td>
<td>Overview of Course and Introductions</td>
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<tr>
<td>1.</td>
<td>Introductions</td>
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<tr>
<td>2.</td>
<td>Getting Oriented: What are the expectations for PsTL Plan B projects? Read the Plan B requirements document. Discuss expectations and questions.</td>
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<td>3.</td>
<td>Taking Stock: Where are you in the process of your Plan B project?</td>
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<td>5.</td>
<td>Review Syllabus (core components, flexibility as we move forward, resources).</td>
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<tr>
<th>Date</th>
<th>Topic</th>
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<tr>
<td>9/15</td>
<td>Rhetorical Context- Who is your audience?</td>
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<tr>
<td>1.</td>
<td>Discuss proposal example.</td>
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<td>2.</td>
<td>Attending to rhetorical context as you conceptualize and develop your proposal.</td>
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<td>3.</td>
<td>Map components of proposal example (audience, theoretical framework, literature review, statement of need and significance, evidence, findings or results) and discuss purpose of individual components as well interrelationships (that is, what are the parts and what is the sum of the parts).</td>
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<td>4.</td>
<td>Design your own Plan B proposal map. You can do this in pairs if you choose.</td>
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<td>5.</td>
<td>Share Plan B proposal map with class</td>
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9/22  **Research Question/ Problem**
1. Discuss what you learned from your freewriting:
   - Are there particular components of the proposal that you feel more confident about at this point?
   - Are there components that you have questions about or find confusing?
   - Do you need more information, resources, or discussion about particular components?
2. In pairs, discuss impetus/rationale of your Plan B
   a. Why did you select this question/problem? Why are you drawn to it? What is compelling about it?
   b. Are there existing gaps in the literature or practice that you have identified and that are motivating your project? What are they? To whom do they matter?
3. Theoretical Framework: Discussion of Anfara and Mertz chapter; how does a theoretical framework impact project design; have you identified a theoretical framework? If not, how will you do that?

9/29  **Navigating, Organizing and Conducting the Literature Review Process**

*Guest Panelists*: Kimberly Clark: Education Reference Librarian; Marta Shaw; doctoral candidate in OLPD.

To do:
1. Brief written synopsis on discussion with adviser about your Plan B project, including any questions, directions, or concerns raised about the key components of the proposal.
2. Identify 3-4 main sources/authors who are key to your Plan B research.
3. Decide how you will organize your notes and sources and begin implementing the system. Bring in the tables, charts, or system you choose to share with colleagues.

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**October: Conducting the Literature Review**

10/6  **Workshop Literature Reviews to date**
1. Present your literature review to date: key sources, tentative organization and synthesis system; questions.
2. Open time to discuss project concept and proposal progress to date, feedback received thus far, plan for next month.

10/13 and 10/20  **NO CLASS HELD: Individual Writing Conferences**

10/27  **Putting the pieces together**
1. Reflect on literature review process and product.
2. Discussion of theoretical frameworks.

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**November: Drafting the Proposal**

11/3 & 11/10  **Proposal Workshop 1: Rationale, Purpose, Audience and Impact Sections**
11/17 Individual Conferences and Meeting with Plan B Adviser
(IRBs need to be submitted)

12/1 Individual Conferences and Meeting with Plan B Adviser

12/8 Preparing for the Plan B Project (Student Panel)
Proposals due to adviser and Rhiannon and Amy