EDUCATION 299A: Research Practicum: Education

Conducting Literature Reviews in Social Science & Comparative Education

Daniel G. Solorzano
University of California, Los Angeles
Graduate School of Education & Information Studies

Fall 2019
Tuesday 12:00-4:00 p.m.
Classroom: Moore 2016
Office: Moore 2022C
E-mail: solorzano@gseis.ucla.edu
CCLE Course Website: https://ccle.ucla.edu/course/view/19F-EDUC299A-2

Office Hours: Tuesday 4:00-6:00 p.m.
Office Phone #: 206-7855
SSCE Division Phone #: 825-9260
Molly Vang, Administrative Assistant
E-mail: mvang@gseis.ucla.edu

COURSE DESCRIPTION

ED 299A is the first in a series of three proseminars for second year Social Science and Comparative Education Doctoral Students. The ED 299ABC series is designed to help students begin the conceptualization and writing of the Dissertation Proposal. ED 299A is the first in the series and will emphasize the skills needed for writing the problem statement, formulating preliminary research questions, and conducting and writing the preliminary review of Literature. The Theoretical Section of the Dissertation Proposal will be covered in ED 299B (Winter 2020; Professor Makudi Omwami) and the Methods Section will be covered in ED 299C (Spring 2020; Professor Garcia).

The success of this three course seminar depends on the extent to which students can build a community of researchers who are able and willing to support each other in the development of the project.

ED 299A will be examining literature reviews in dissertations, books, review essays, peer-reviewed articles, and reports as a way of helping us understand the process of putting together a well-designed and written problem statement, preliminary research questions, and preliminary review of literature. There will be required and recommended reading assignments each week, and you are expected to come to class prepared to discuss the material. The course will have a variety of practical hands-on workshops on topics related to the problem statement, research questions, and literature review.
COURSE TEXTS

Required and some Recommended Readings listed in the syllabus can be found at the CCLE Course Website: https://ccle.ucla.edu/course/view/19F-EDUC299A-2. The Required Readings should be completed at the beginning of the week they are due.

Recommended:


COURSE REQUIREMENTS

Attendance/Participation (10%): This is a seminar course. The reading material and exercises for class are important, but equally important is the conversation and engagement that takes place in the classroom. The sharing of ideas, active listening, and generating questions form the basis of the learning process. This process assumes that students are in class and engaged with the subject matter and each other. In our seminar, how you participate is critical. Because all students will be engaging in intellectual risk-taking and developing nascent designs, it is essential that the quality of conversations be respectful, inquiry-based, and devoid of unhelpful criticism.

Research Topic Outline and Narrative (10%): Your research topic Outline and Narrative should include a Statement of the Problem and Research Questions. Your Research Topic Outline and Narrative is between 2-3 pages and is due and presented in class on Week 4 (October 22nd). Be prepared to share copies of your Outline and Narrative with the class and engage in a discussion of your work.

AND

Literature Review Matrix (10%): You will be responsible for preparing a Literature Review Matrix Worksheet on your chosen research topic (minimum 5 articles/books). Your Worksheet is due on Week 6 (November 5th). Be prepared to share copies of your Worksheet with the class and engage in a discussion of your work.

AND
**Dissertation Review (10%):** You will be responsible for finding and examining a dissertation related to your chosen research topic. Go to the UCLA Library Research Guides. Then to the A-Z Databases. Once there scroll down to the “P” section and to ProQuest Dissertations & Theses Global. There you can type in the name of the author of the Dissertation. You will report on the author’s Statement of the Problem, Research Questions, and Literature Review. Your Dissertation Review should be between 2-3 pages. Be prepared to share copies of your Review and will be presented in class on Week 7 (November 12th).

AND CHOOSE BETWEEN

**Journal Review (10%):** You will be responsible for analyzing a professional research journal in education or related field (see list below). This report should examine, using content analysis, one research journal for the past five years. It should include, among other things, the number and percent of articles per year that focus on themes related to your research. Also, report on the general areas of research that the journal publishes in, and include a copy of the table of contents for each issue. Further, include the most recent journal style sheet and editorial statement. Your Journal Review will be due and presented in class on Week 8 (November 19th).

- **Recommended Readings:**

OR

**Review Essay Report (10%):** You will be responsible for finding, examining, and reporting the findings on a Review Essay related to your chosen research topic. Although many journals accept Review Essays, there are specific journals in your field that only publish these types of essays. The objective of this assignment is to understand one the preliminary tools of reporting out and publishing literature reviews—the Review Essay. Your Review Essay Report should be between 2-3 pages. It will be due and presented in class on Week 8 (November 19th).

AND FINALLY

**Final Literature Review Paper (50%):** You will be responsible for a literature review on your chosen research topic. The objective of this assignment is to design and execute the preliminary stages of the literature review related to your research project. The final Literature Review should be no more than 15 pages including references. The final paper is due and presented in class on Week 10 (December 3rd).

**COURSE SCHEDULE**

**WEEK 1 (OCTOBER 1st)**
INTRODUCTION TO THE COURSE AND EACH OTHER

**WEEK 2 (OCTOBER 8th)**
THE DISSERTATION PROCESS
**Required Readings and Discussion:** Becker, “Ch. 1: Freshman English for Graduate Students.”

**Speakers:** Michael Moses, Ph.D. Candidate and Comparative Ed Student.

**WEEK 3 (OCTOBER 15th)   THE STATEMENT OF THE PROBLEM DISCUSSION**

**Required Readings and Discussion:** Creswell, “Ch. 2: Review of the Literature.”


**Speakers:** Gabriella Grey, UCLA Education Librarian.

**WEEK 4 (OCTOBER 22nd)   RESEARCH TOPIC OUTLINE AND NARRATIVE DISCUSSION**

**Required Readings and Discussion:** Becker, “Ch. 8: Terrorized by the Literature.”

**Recommended Readings:** Anzaldua, 1987; Hill Collins, 2000; Mills, 2000; Morris, 2015.

**Speakers:** Bryant Partida, Ph.D. Candidate (Tentative) and Comparative Ed Student.

**Presentations/Discussions:** Research Topic Outline and Narrative.

**WEEK 5 (OCTOBER 29th)   SSCE ABD PANEL**

**WEEK 6 (NOVEMBER 5th)   RESEARCH QUESTION DISCUSSION**


**Speakers:** Sharim Hannegan-Martinez, Ph.D. Candidate (Tentative) and Comparative Ed Student.

**Presentations/Discussions:** Literature Review Matrix Worksheet.

**WEEK 7 (NOVEMBER 12th)   DISSERTATION REVIEW DISCUSSION**

**Speakers:** Michael Ishimoto, Ph.D.

**Presentations/Discussions:** Dissertation Review.
WEEK 8 (NOVEMBER 19th)   ALUMNI/AE PANEL/ JOURNAL REVIEW AND/OR REVIEW ESSAY PRESENTATIONS


Speakers: Alumni Panel—Kenjus Watson, Ph.D. (Tentative) and Jason Dario, Ph.D.


WEEK 9 (NOVEMBER 26th)   PRESENTING YOUR WORK IN PROFESSIONAL SETTINGS


WEEK 10 (DECEMBER 3rd)   FINAL LITERATURE REVIEW PRESENTATIONS

Selected Journals in Social Science and Comparative Education:

American Educational Research Journal
American Journal of Education
American Journal of Sociology
American Sociological Review
American Indian Culture and Research Journal
Anthropology and Education Quarterly
Asia-Pacific Education Researcher
Aztlan: A Journal of Chicano Studies
Change
Chicano-Latino Law Review
Comparative Education
Comparative Education Review
Compare
Du Bois Review: Social Science Research on Race
Educational Foundations
Educational Horizons
Educational Policy
Educational Record
Education and Urban Society
Ethnic and Racial Studies
Equity and Excellence in Education
European Journal of Education
Harvard Educational Review
Harvard Latino Law Review
High School Journal
Hispanic Journal of Behavioral Sciences
Human Organization
Journal of American Indian Education
Journal of Black Studies
Journal of College Student Personnel
Journal of Cross-Cultural Psychology
Journal of Comparative and International Education
Journal of Education
Journal of Educational Equity and Leadership
Journal of Educational Psychology
Journal of Educational Research
Journal of Ethnic Studies
Journal of Higher Education
Journal of Hispanic Policy
Journal of Latinos and Education
Journal of Multicultural Counseling and Development
Journal of Negro Education
Journal of Studies in International Education
International Higher Education
International Journal of Education Research
International Journal of Educational Development
International Journal of Intercultural Relations
International Journal of Qualitative Studies in Education
International Review of Education
La Raza Law Journal
Latino Studies Journal
Phi Delta Kappan
Phylon: The Atlanta University Review of Race and Culture
Prospects: Comparative Journal of Curriculum, Learning, and Assessment
Qualitative Inquiry
Qualitative Sociology
Research in Higher Education
Review of Educational Research
Review of Higher Education
Review of Research in Education
Social Science Journal
Social Science Quarterly
Sociological Inquiry
Sociology and Social Research
Sociology of Education
Sociology of Race and Ethnicity
Studies in Higher Education
Teachers College Record
Urban Education
Urban Review
Visual Sociology