

University of Massachusetts at Boston

College of Advancing & Professional Studies

Critical and Creative Thinking Program

Processes of Research & Engagement

CrCrTh 692

Course description

In this course, students identify issues in educational or other professional settings on which to focus their critical and creative thinking skills. Each student works through the different stages of research and action -- from defining a manageable project to communicating findings and plans for further work. The classes run as workshops, in which students are introduced to and then practice using tools for research, writing, communicating, and supporting the work of others.

Fall 2016 Syllabus

[Video overview](#) . *The synchronous sessions may be shorter than implied by the syllabus, with students expected to view pre-recorded material in advance. Some of the synchronous sessions will be totally online (when the instructor is out of town).*

Components of the syllabus:

I. Quick access to key information and links that should be bookmarked on your browser

followed by

II. [Information to get started](#), orient yourself, and refer back to from time to time.

III. [Contract](#): What is expected overall.

IV. [Schedule of classes](#): What is expected each session and why -- how each session contributes to the unfolding of the course (starting with list of links to specific sessions).

POST-IT the start of each component in your [printed version](#) of this syllabus

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Email:	<u>peter.taylor@umb.edu</u> <i>Include 692 in subject line of EVERY course-related email.</i> <i>Include 692XY at the start of the filename of EVERY assignment or written participation item submitted by email (where XY are your initials)</i>
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Office	Wheatley 4th floor, room 170
Office hours (also phone & <u>http://bit.ly/pjthangout</u>):	Tuesday 5.20-6.40pm, <u>ptaylor.wikispaces.umb.edu/PTOfficeHours</u> , or by arrangement
Class time & location	Tuesdays 7-9.45pm, 9/13-12/13; W 4-170 or by Hangout <i>Some synchronous sessions may be shorter, with students expected to view pre-recorded material, and some may be totally online (when the instructor is out of town)</i>
URL for hangouts	<u>http://bit.ly/692hangout</u> <u>http://bit.ly/CCTbreakout1</u> , <u>http://bit.ly/CCTbreakout2</u> , <u>http://bit.ly/CCTbreakout3</u>

Report glitches in online materials	using this form
BOOKMARK THIS! Syllabus	crcrth692.wikispaces.umb.edu , with a menu of useful links at the top right
BOOKMARK THIS! Personal checklist	crcrth692.wikispaces.umb.edu/-/692checklist/xx

where xx = your last name in lower case, no hyphens or spaces). Each checklist wiki page has links that provide [Notes](#) on each assignment and [Examples](#) of previous students' work.

II. Information to get started, orient yourself, and refer back to from time to time

Pointers about the preparation assumed for this course

(in lieu of formal prerequisites): Through your previous courses, you should have developed the disposition of "experiment[ing] with new tools and experiences, even if not every one became part of [your] toolkit as a learner, teacher/facilitator of others, and/or reflective practitioner" (see learning objective 4 below). Through courses and other personal and professional experience you should have an interest in one or more issues that you might delve into and promote change on (at a personal or professional level). This course introduces a range of tools and practices of research and writing, but the more [Research and Study Competencies](#) developed before entering the course the better. You should be prepared to make time outside class--at least 6.5 hours/week--for undistracted work on the course and to view each assignment and each session in relation to the unfolding of learning during the course. (That is, do not expect the syllabus and online links to allow you to cut to the chase about what to do for the following day's class.)

[Introduction to the course](#)

Options for the course project

If you are a CCT student, the course project allow you to integrate perspectives from your previous CCT courses so you can end up well prepared for--or well underway in--your synthesis project. Students from other graduate programs and the honors program should find this course helpful for development of dissertation/research proposals and initial writing about their topics. Project options include:

- Literature Review of what other people have written or done in the area you intend for your Synthesis or other Research Project
- Grant, Research or Project Proposal
- Short versions of the options for the CCT Synthesis Project, namely, Long essay/paper; Case Study/Practitioner's Narratives; Curriculum Unit/ Professional Development Workshop Series; Original Products (with documentation); and Arts Option (Performance) (also with documentation)

In contrast to the CCT Synthesis Project, the Final Report or Documentation of this project is shorter--10-20 pages (2250-4500 words) as against 20-40 pages--and it is typically more open, indicating where further work is planned or needed. (If the report presents an activity for a class, organization, or your own personal development, you may have fewer words for the same number of pages.) The project should not be seen as producing a "term paper," but as a process of development that involves:

- dialogue with the instructor and other students; and
- revision (re-seeing) in light of that dialogue.

A sequence of 14 assignments, participation items, and tasks facilitate that development (see [Assessment](#) below). Provided you submit an initial version of the assignment on the due date, the instructor's responses will be designed to help you develop your project.

Course Objectives

By the end of the semester, for each of the goals listed below, students will be able to identify

These goals are divided into two sets:

I. "My Project Product Shows That..."

- A. I can convey who I want to influence/affect concerning what (Subject, Audience, Purpose).
- B. I know what others have done before, either in the form of writing or action, that informs and connects with my project, and I know what others are doing now.
- C. I have teased out my vision, so as to expand my view of issues associated with the project, expose possible new directions, clarify direction/scope within the larger set of issues, and decide the most important direction.
- D. I have identified the premises and propositions that my project depends on, and can state counter-propositions. I have taken stock of the thinking and research I need to do to counter those counter-propositions or to revise my own propositions.
- E. I have clear objectives with respect to product, both written and practice, and process, including personal development as a reflective practitioner. I have arranged my work in a sequence (with realistic deadlines) to realize these objectives.
- F. I have gained direct information, models, and experience not readily available from other sources.
- G. I have clarified the overall progression or argument underlying my research and the written reports.
- H. My writing and other products Grab the attention of the readers/audience, Orient them, move them along in Steps, so they appreciate the Position I've led them to.
- I. I have facilitated new avenues of classroom, workplace, and public participation.
- J. To feed into my future learning and other work, I have taken stock of what has been working well and what needs changing.

II. Developing as a Reflective Practitioner, Including Taking Initiatives in and Through Relationships

1. I have integrated knowledge and perspectives from other courses into my own inquiry and engagement in social and/or educational change.
2. I have also integrated into my own inquiry and engagement the processes, experiences, and struggles of previous courses.
3. I have developed efficient ways to organize my time, research materials, computer access, bibliographies, etc.

4. I have experimented with new tools and experiences, even if not every one became part of my toolkit as a learner, teacher/facilitator of others, and reflective practitioner.
5. I have paid attention to the emotional dimensions of undertaking my own project but have found ways to clear away distractions from other sources (present & past) and not get blocked, turning apparent obstacles into opportunities to move into unfamiliar or uncomfortable territory.
6. I have developed peer and other horizontal relationships. I have sought support and advice from peers, and have given support and advice to them when asked for.
7. I have taken the lead, not dragged my feet, in dialogue with my advisor and other readers. I didn't wait for them to tell me how to solve an expository problem, what must be read and covered in a literature review, or what was meant by some comment I didn't understand. I didn't put off giving my writing to my advisor and other readers or avoid talking to them because I thought that they didn't see things the same way as I do.
8. I have revised seriously, which involved responding to the comments of others. I came to see this not as bowing down to the views of others, but taking them in and working them into my own reflective inquiry until I could convey more powerfully to others what I'm about (which may have changed as a result of the reflective inquiry).
9. I have inquired and negotiated about formal standards, but gone on to develop and internalize my own criteria for doing work--criteria other than jumping through hoops set by the professor so I get a good grade.
10. I have approached the course (and the program I am a student in) as works-in-progress, which means that, instead of harboring criticisms to submit after the fact, I have found opportunities to affirm what is working well and to suggest directions for further development.

Texts and Materials

Required:

- Elbow, P. (1981 or later reprints). Writing with Power. New York: Oxford University Press.
- Hacker, D. (2000) A Pocket Style Manual. Boston: Bedford/St. Martins - OR equivalent pocket manual on writing.
- Taylor, P. and J. Szteiter (2012) Taking Yourself Seriously: Processes of Research and Engagement Arlington, MA: The Pumping Station (Available from online retailers or as pdf from <http://thepumpingstation.org>)

Recommended:

- as guides to writing: Daniel, D., C. Fauske, P. Galeno, and D. Mael. (2001). Take Charge of Your Writing: Discovering Writing Through Self-Assessment. Boston: Houghton Mifflin.
- as a more detailed guide on technical matters of writing scholarly papers: Turabian, K. L. (1996). A Manual For Writers of Term papers, Theses, and Dissertations. Chicago: University of Chicago Press (also in library's reference section).

- bibliographic software for references (see [Citation tools](#) on library website)

You also need:

- i) a workbook/journal to carry with you at all times;
- ii) an organized system to store handouts and loose research materials
- iii) an organized system to file and backup material on your computer (and synchronize with your flash drive if needed)

Technical set-up

Know your official @umb.edu student email address and password; Make bookmarks on your browser; Simple edits on wikispaces (optional); Set up [access to online bibliographic databases](#) ; [Arrange bibliographic software](#) for references; and let instructor know your preferred email address.

f2f students: Get UMB wifi on laptop if you have one & bring to sessions 1, 2, 11, 13, 14 & optionally 6, 10;

online students: Prepare for meetings on hangout (sign up for a <http://plus.google.com> account, get the audio & video plugins installed, establish reliable, undistracted access to the internet for class sessions (with ethernet, not wifi, connection to wifi modems unless absolutely impossible)

Writing Support

For graduate students, see <http://cct.wikispaces.umb.edu/writingsupport>.

Accommodations

Sections 504 and the Americans with Disabilities Act of 1990 offer guidelines for curriculum modifications and adaptations for students with documented disabilities. The student must present any adaptation recommendations to the professors within a reasonable period, preferably by the end of the Drop/Add period.

Code of Conduct

The University's Student Code of Conduct (https://www.umb.edu/life_on_campus/policies/community/code) exists to maintain and protect an environment conducive to learning. It sets clear standards of respect for members of the University community and their property, as well as laying out the procedures for addressing unacceptable conduct. Students can expect faculty members and the Office of the Dean of Students to look after the welfare of the University community and, at the same time, to take an educational approach in which students violating the Code might learn from their mistakes and understand how their behavior affects others.

Students are advised to retain a copy of this syllabus in personal files for use when applying for certification, licensure, or transfer credit.

This syllabus is subject to change (marked in red), but workload expectations will not be increased after the semester starts. (Version 9 September 2016)

III. Contract: What is expected overall

- The course revolves around written assignments (and a work-in-progress presentation) and participation items. These items include active participation during class based on preparation between classes (sometimes including viewing of prerecorded lectures), peer commentary on drafts, meeting with the instructor on your assignments and projects, and more.
- You should aim for 11 of 14 writing/presentation assignments, however sketchy or minimal, submitted by the due dates as well as 22 of 27 participation items fulfilled. At least 7 of the assignments should be revised and resubmitted in response to peer and instructor's comments until "OK/RNR" (=OK/ Reflection-revision-resubmission Not Requested) is received from the instructor. The work in progress presentation and the complete report must be in the 7.
- The written assignments are commented on, but not graded. Not grading keeps the focus on interaction around written work. You are expected to read comments carefully, consult with the peer commenter or instructor if you don't understand a comment they made, revise thoughtfully in response to the comments, and resubmit.
- It is expected that you will spend at least 6.5 hours per session outside class time reading, researching, and writing. The course works by building from assignment to the next so late submissions detract significantly from the learning possible in class sessions. However, each student can ask for extensions on two assignments or participation items, moving the due date as far back as the last session. (No explanation is needed; simply insert the new due date on your assignment checklist.) When you miss the due date for a submission by more than 4 days, it is ok to submit it late, but only the eventual OK/RNR, not the submission, count towards the automatic B+ (see below), so focus first on getting the remaining assignments and participation items done on time.
- Use your personal checklist wikipage (crcrth692.wikispaces.umb.edu/-/692checklist/xx) or a printout to keep a log of assignments and participation items completed and to keep track of due dates. Do not expect class-time or meetings with the instructor to be taken up reminding you. Similarly, if you get behind, you take the initiative to submit a plan to catch up or reassure the instructors that you have, in light of your other commitments, chosen to take the grading consequences of missing assignments or due dates. (Incompletes are given only in special circumstances [\[detailed here\]](#).)
- Allowing a fraction of assignments to be skipped without penalty or explanation accommodates the contingencies of your lives. If you reach the target of 11 writing/presentation assignments submitted within 4 days of the due date, 7 revised until OK/RNR, and 22 participation items—and the goal is to work with everyone to achieve that—you get at least a B+ and a [rubric](#) is used to determine B+, A- or A. (This unusual but simple system is designed to keep the attention off grades and on teaching/learning interactions. Read the [Rationale](#) and ask questions to make sure you have it clear.)
- Only if you do not get to the automatic B+ level is the grade based on points for what has been completed = 3 for each writing assignment submitted within 4 days of the due date + an additional 4 for each writing assignment OK/RNR + 1 for each participation item fulfilled, up to a maximum of 80 points.

- Overall points are converted to letter grades as follows: The minimum grade for A is 95 points, for A- is 90, for B+ is 80, for B is 72.5; for B- is 65; for C+ is 57.5; and for C is 50 points.

The different assignments and participation items are listed below so as to be explicit about the course contract. Of course, to undertake these assignments and items you need more information. You should take into account the guidelines supplied on the [Notes](#) wikipage and the examples linked to your checklist wikipage, as well as the overall expectations conveyed in the [rubric](#) below. (Substitutions are possible on written assignments--consult with the instructor in advance to negotiate any alternatives.)

Written assignments and presentation

- A. Revised Governing question and Paragraph Overview (session 3)
- B1. Sense-making digestion of relevant article (session 3)
- B2. Review or controversy article (or section in a book) (scanned copy or online link to) with a paragraph describing how it is key to moving you towards fulfilling goal B (session 4) OR Report on conversation with initial guide (verbally in session 4 or briefly in writing soon after, describing how it moved you towards fulfilling goal B)
- B3. Annotated bibliography of reading completed or planned (session 5)
- C. Revised map (incl. updated Governing Question) (session 5)
- D. Summarize the different sub-arguments for your topic (session 6)
- E. Revised research & engagement design (session 7)
- B4. Revised and Updated annotated bibliography (session 8) (including references from research since session 5)
- F1. Interview guide (session 8)
- G1. Presentation on Work-in-Progress (practice session 9, public session 10): REQUIRED.
- F2. Brief written report on interview, participant observation, or workshop as it related to Phase F for your project (session 11)
- G2. Narrative Outline (session 11)
- H. Report (complete draft by session 13) -- REQUIRED

Complete draft of H required before moving on to final report. To count as complete, a draft must get to the end, even if some sections along the way are only sketches.

Final revised report, 2250-4500 words, plus bibliography of references cited. (If the report presents an activity for a class, organization, or your own personal development, you may have fewer words for the same number of pages, i.e., 10-20.)

For the report to be counted as final, you must have revised in response to comments from instructor and peers on a complete draft. Allow time for the additional investigation and thinking that may be entailed.

- J. Final self-assessment of your work in relation to goals (with final revised report)

Participation Items

- a. Prepared participation and punctual attendance at class meetings/live online sessions (14)

- b. Syllabus treasure-hunt, session 2
- b1. Abiding by conventions for file naming and subject lines for email submissions, whole semester (-1 for each reminder after first)
- c. Minimum of two in-office, phone, or live online conferences on your assignments and projects, by session 5 and by session 11
- d. Research workbook(s) and organization perused during conference before session 5 & before/during session 13 for changes made in response to comments
- e. Mid-semester self assessment, Competency list, and research organization self-assessment, session 7
- f. Peer commentaries on other students' submissions (5 items, not including those during session 13)
- g. Support survey, session 6
- h. EXTRA: Briefing on research and engagement issues (=2 items; draft due session 7)
- i. EXTRA: Volunteering to have your work discussed by the class in session 4, 6, 9, or 11
- j. EXTRA (if it is arranged): Participating in a small group "cardstorming" session on the support survey
- k. Assignment checklist, recorded throughout semester, then submitted (either on wiki or as scanned pdf) session 14

Rubric

For each of the following 12 qualities, * [= "fulfilled very well", 2 points], OK [= "did an OK job, but room for more development/attention", 1 point], or - [= "to be honest, this was not my strength in this course", 0 points]

- A sequence of assignments paced more or less as in syllabus (and revisions timely),
 - often revised thoroughly and with new thinking in response to comments.
- Project innovative,
 - well planned and carried out with considerable initiative, and
- Project report clear and well structured,
 - with supporting references and detail, and professionally presented.
- Active, prepared participation and building class as learning community,
 - including conscientious peer commentary on other student's assignments.
- Consistent work and development of your research organization outside session as evidenced in workbooks and computer files
- Self-assessment in relation to course goals that shows deep reflection on your development through the semester and
 - maps out the future directions in which you plan to develop.
- Briefing submitted, summarizing important themes/tools/resources related to the chosen topic and suggesting that you are ready to teach others about processes of research & engagement.

IV. Schedule of classes: What is expected each session and why -- how each session contributes to the unfolding of the course

[1. 9/13](#), [2. 9/20](#), [3. 9/27](#), [4. 10/4](#), [5. 10/11](#), [6. 10/18](#), [7. 10/25](#), [8. 11/1](#), [9. 11/8](#), [10. 11/15](#), [11. 11/22](#), [12. 11/29](#), [13. 12/6](#), [14. 12/13](#)

Overview

The Sessions are structured to introduce ten [phases of research and engagement](#). Preparation for each session, assignments (each one identified by the letter of the Phase), and recommended tasks are intended to keep you moving through the phases.

The order and timing of the phases for your project may vary according to the opportunities that arise, especially if your project centers on new teaching practices, workshops in the community, or other kinds of engagement as an intern or volunteer. In any case these phases are overlapping and iterative, that is, you revisit the "earlier" phases in light of

- a) other people's responses to what you share with them, and
- b) what you learn in the "later" phases.

(Again, refer to [assignment check-list](#) with links to the [Notes](#) wiki page for details about the assignments and expectations. Refer to the [chart](#) for a guide to how to pace and prepare assignments and tasks for the appropriate session.)

Session 1

Getting oriented, orienting oneself

Preparation:

- Think about what current social or educational issue concerns you, e.g., you want to know more about it, advocate a change, design a curriculum unit or a workshop, and so on.
- Preview the [Introduction to the course](#)
- Preview [Phase A](#) Overall vision; Goal: "I can convey who I want to influence/affect concerning what (Subject, Audience, Purpose)."
- Optional: Listen to recordings for the session (below TBA)

Session Exercises:

a. The course as a process

- Intro remarks on Developing as a Reflective Practitioner--including Taking Initiative in & through Relationships--and on Phases of Research and Engagement.
- Interview an alum of this course, Kaylea Champion, about experience of doing the course
- Complete 7-10 minutes [Free writing](#) on how you have come to this place where you are being asked to undertake research and writing on an issue that engages you (personally or professionally)--what are your relevant prior experiences (good and bad) in the areas of research, writing, engagement, and/or reflective practice?
- [Autobiographical introductions](#), with everyone identifying some point where you connect with what each person said or can suggest a way to extend it on the [Connections and Extensions](#) form.

b. Initial ideas about individual projects

- In-session exercises on Proposed investigation--Who do you want to reach? What do you want to convey to them? Why do *you* want to address *them* about *that*? What obstacles do you see ahead? (Individual brainstorming and report to the group) (a variant of [Think-Pair-Share](#))
- (time permitting) Turn this into very first draft of [Governing question](#) and [Overview paragraph](#) of proposed project and submit to instructor (by email, with 692 in the subject line and filename starting 692XY, where XY are your initials).

Follow-up:

- Compose and submit very first draft of [Governing question](#) and [Overview paragraph](#) of proposed project (see above)
- - Re-view [Phase A](#)
- Read Elbow, chaps. 1-3 on writing, freewriting, and sharing.
- Practice using [freewriting](#) and using your workbook/journal.
- View [video](#) on how the syllabus is structured.
- [Syllabus Quiz or Treasure hunt](#), to get acquainted with syllabus, course materials and arrangements.
- Preview previous years' reports to get a sense of the scope of previous projects and reports (via [password-protected wikipage](#)-do not make these reports available beyond this course.) View the [schema of themes](#) from a previous class.
- [Sign up](#) to volunteer to have your work discussed in front of session for certain assignments, session 4, 6, 9, or 11 (=extra participation item i).
- Review previous years' evaluations (linked to Peter Taylor's [portfolio](#)).
- Review [briefings](#) , decide if you want to add one (=extra participation item h), and submit a topic by session 3.
- Review [connections and extensions](#) feedback; identify who or what you want to follow up.
- Look ahead to what work is due in the next session.

Session 2

Initial sources of information and informants

Preparation:

- Preview [Phase B](#) . Background information; Goal: "I know what others have done before, either in the form of writing or action, that informs and connects with my project, and I know what others are doing now."
- Read one student's [reflection on his resistance to finding out what others have done](#) .
- Establish off-campus connection to [UMass library](#) . Also get the [library barcode](#) for your student ID card from the library.

- Read "[What is plagiarism?](#)" and choose your [citation style](#) .

Session Exercises:

- Session: [Self study](#), with coaching (in breakout hangouts) by [instructor](#) (on formulating projects and lines of inquiry) and [Library Instructional specialist](#) (on using library tools and resources).
- Use the [catalogs or databases](#) to locate articles or sections in books for your research. Look especially for scholarly articles (i.e., ones having extended bibliographies) that review the range of things that others have said and done, or discuss the state of some active controversy that exposes the range of research on the issue.

Follow-up:

- Complete Self study and explore [on-line tutorial](#) and the [library webpage](#) for CCT courses.
- Continue searching catalogs and databases
- Initiate your bibliographic and note-taking systems.
- Towards assignment. B2: Identify an initial guide, make contact, make appointment for a conversation before session 4, prepare verbal report on conversation with informant to be given during session 4.
- See [first page of a well-chosen review article](#) (for a project on teaching creativity).
- Look ahead to what work is due in the next session.

Work due by the first day of this session:

- Participation item b, Syllabus Quiz.

Session 3

Models and Organization

Preparation(for part b of session):

- Make a copy of [research organization worksheet](#)
- Preview <http://cct.wikispaces.umb.edu/competencies> and <http://ptaylor.wikispaces.umb.edu/virtualoffice>. Record items you need to pursue in your own practice on your copy of the research organization worksheet.

Session Exercises:

a. Models of engagement (see [Phase F](#) and [I](#))

- Presentation by alum, Jill Corson Lake, showing how one person built on their Processes of Research & Engagement project into a CCT synthesis and beyond. (Video [link TBA])

b. Organizing and processing research materials (see phases B and C)

- Note-taking (including discussion of [example](#) of active "dialogue" with what you're reading), summarizing, and annotating references.
- Organizing one's computer.
- Discussion: Share ideas about organizing and processing research materials.
- Record items you might bring into your own practice on your copy of the research organization

worksheet.

Follow-up:

- Review previous years' alum presentations (if interested): [Presentation1](#) , [Presentation2](#) ,[Presentation 3](#)
- Begin to implement a system to organize your research. Be ready to describe this system in detail during the first office hours conference (due by session 5-what is the organization of your computer files (e.g., the directory/folder structure you're using) and what is the organization of your paper files (e.g., the sections you're dividing your material into & how you're using any other notebook etc.).
- Look ahead to what work is due in the next session.

Work due by the first day of this session:

- A. Governing Question and Revised single paragraph overview of your subject, audience, purpose,
- B1. Sense-making digestion of relevant article

Session 4

From Initial formulations -> Governing Question

Preparation:

- Preview [Phase C](#) . Possible directions and priorities; Goal: "I have teased out my vision, so as to expand my view of issues associated with the project, expose possible new directions, clarify direction/scope within the larger set of issues, decide most important direction expressed in revised Governing Question."
- Re-read the first two pages of Elbow, chapter 3, on sharing and giving.

Session Exercises:

- From phase B: Verbal report on conversation with initial guide.
- For all phases: Discussion of sharing one's work with others and getting support over other concerns that arise during research.
- For phase C:
- Creative and critical aspects of any phase of research and writing ("opening-wide, focusing & formulating").
- Discovering/inventing/defining subject-purpose-audience.
- Mapping--student presentation, with instructor probing.
- Initial map-making, then probed by another student.

Follow-up:

- Complete [support survey](#) .
- Complete initial map.
- Look ahead to what work is due in the next session.

Work due by the first day of this session:

- B2. Review or controversy article w/ paragraph OR Report on conversation with initial informant [verbally in session 4. If meeting hasn't happened by session 4, submit a brief written report after the meeting happens describing how it moved you towards fulfilling goal B.]

Session 5

Component Propositions

Preparation:

- Preview [Phase D](#) . Propositions, Counter-Propositions, Counter-Counter-Propositions... ; Goal: "I have identified the premises and propositions that my project depends on, and can state counter-propositions. I have taken stock of the thinking and research I need to do to counter those counter-propositions or to revise my own propositions."

Session Exercises:

- For all phases: Discussion based on support survey.
- For phase D: Identify component propositions, counter-propositions, etc. and formulate research tasks that follow. Begin this as an in-session exercise, then discuss in pairs, then in whole group.

Follow-up:

- Continue propositions -> research task exercise.
- Participation item c: Sign-up for second conference (to be held before session 11).
- Look ahead to what work is due in the next session.

Work due by the first day of this session:

- B3. Annotated bibliography of reading completed or planned,
- C. Revised map (incl. updated Governing Question),
- c. first in-office or phone conferences on your projects before this session,
- d. Research workbook & organization perused during conference before this session,
- g. support survey

Session 6

Design of Research and Engagement Process

Preparation:

- Preview [Phase E](#) . Design of (further) research and engagement; Goal: "I have clear objectives with respect to product, both written and practice, and process, including personal development as a reflective practitioner. I have arranged my work in a sequence to realize these objectives."
- Get small Post-its and blank sheet of paper OR sign up for <http://bubbl.us> to do session exercise online

Session Exercises:

- [Strategic personal planning](#)

- One-on-one sessions with instructor.
- Translating strategic personal planning into research design (incl. sequence and timeline).

Follow-up:

- Complete Strategic personal planning process and translation into [Research design](#) .

* Consider suggestions in [briefing on Project Management](#) .

- Look ahead to what work is due in the next session.

Work due by the first day of this session:

- D. Summarize the different component propositions/arguments for your topic.

Session 7

Interviewing

Preparation:

- Preview [Phase F](#) . Direct information, models & experience; Goal: "I have gained direct information, models, and experience not readily available from other sources."
- Write down your top 5 questions you would like someone to talk to you about because you can't easily get answers from published literature

Session exercises:

- For phases E & J: Discussion of [Mid-project self-assessment](#) / (gap between where you are and would like to be), plus (time permitting) competencies and evolving research organization.
- Discussion of getting people to speak about/explain what they usually don't; dealing with experts; effective questions. 5 question activity.
- Building on 5-question activity, prepare [interview guide](#) , then practice interviewing (in pairs). (When you are interviewed, you pretend to be the person the interviewer tells you they would be interviewing.)

Follow-up:

- Revise/refine interview guide.
- Review [Notes and assignments](#) from a 1998 sociology course on qualitative research (incl. Interviewing, observing, etc.)
- Review [briefing](#) : "Interviewing is not just asking questions and receiving informative answers".
- Adapt [release form](#) , if needed.
- Look ahead to what work is due in the next session.

Work due by the first day of this session:

- [E. Research & engagement design](#),
- e. Mid-semester self-assessment of project, competency list, and research organization,
- h. Draft of briefing (=optional extra participation item).

Session 8

Preparation for Public Presentations on Work-in-Progress

Preparation:

- Preview [Phase G](#) . Clarification through communication; Goal: "I have clarified the overall progression or argument underlying my research and the written reports I am starting to prepare."

Session exercises:

- Analyze overall arguments implicated in a [previous student's research](#) .
- Clarification of the overall structure of your argument.
- [Visual aids](#) , and their use in aiding this clarification.
- Draft sequence of visual aids that highlight your overall argument.
- Supply working title for your presentation that conveys what is distinctive about your project.

Follow-up:

- Complete in-session exercises.
- Look ahead to what work is due in the next session.

Work due by the first day of this session:

- B4. Updated annotated bibliography,
- F1. Interview guide

Session 9

Practice Presentations on Work-in-Progress ([Phase G](#) continued)

Preparation:

- Prepare Practice Presentations on Work-in-Progress .
- Submit (at least one hour before the session, by email to instructor to be uploaded to the [peer share](#) [wiki](#) page) visual aids, notes, or other materials for your practice presentation. (Not strictly necessary for online students, but serves as a backup.)

Session Exercises:

- Presentations (10 minutes) to whole class (one volunteer) and to breakout groups (each other student) with peer [plus-delta](#) evaluations, plus an additional tips.

Follow-up:

- Digest peer and instructor comments on practice presentation.
- Look ahead to what work is due in the next session.

Work due by the first day of this session:

- G1. Practice Presentations (equivalent of initial submission for G1),
- h. revised Briefing (=optional extra participation item).

Session 10

Presentations on Work-in-Progress, open to Visitors ([Phase G](#) cont.)

Preparation:

- Practice your Presentations on Work-in-Progress.
- Submit (at least one hour before the session, by email to instructor to be uploaded to the [peer share wiki](#)) a title for your presentation that conveys what is distinctive about your project [along the lines of the governing question] and powerpoints or other visual aids.

Session Exercises:

- Presentations on Work-in-Progress, with short peer [plus-delta](#) comments, plus any additional tips, on each talk (using form at <http://bit.ly/PlusDelta>). The order of presentations is given on the [peershare wiki](#)

Follow-up:

- Digest peer and instructor comments on presentations.
- Look ahead to what work is due in the next session.

Work due by the first day of this session:

- G1. Work-in-Progress Presentations (equivalent of OK/RNR for G1).

Session 11

Getting and Using Feedback on Writing ([Phase G](#) continued)

Preparation:

- Read [Legendre](#) , "Exploring your writing preferences," identifying which type you are for each of the four pairs. Take note of your strengths and issues to work on (summarized at the end).
- Read Elbow, chap. 13; re-read chap. 3.

Session Exercises:

- [Varieties of ways to respond](#)
- Peer review of narrative outlines or overall arguments, in the class as a whole (one person) and then in pairs (in breakout rooms).
- Writing Preferences-assemble for the class as a whole, then discuss.
- Survey: <https://www.surveymonkey.com/r/?sm=IYiN2BudAWCuAPLxrPUTSw%3d%3d>
- Survey results: <https://www.surveymonkey.com/results/SM-G8V6JV7V/>

Follow-up:

- Read, or at least dip into, Elbow, sections III-VI.
- Look ahead to what work is due in the next session.

Work due by the first day of this session:

- F2. Brief written report on interview conducted, participant observation, or workshop attended, G2. Narrative Outline, c. second in-office or phone conferences on your projects before this session.

Session 12

Direct Writing & Quick Revising

Preparation:

- Preview [Phase H](#) . Compelling communication; Goal: "My writing and other products Grab the attention of the readers/audience, Orient them, move them along in Steps, so they appreciate the Position I've led them to."
- Read Elbow, chaps. 4-6; reread chapters 1-3.

Session Exercises:

- Introduction to Direct Writing & Quick Revising, then use this method for 90 minutes to produce a narrative draft.
- Journal/workbook/research system perused by instructor.
 - either this session or next submit update on system to organize your research-what is the organization of your computer files, e.g., the directory/folder structure you're using, and what is the Organization of your paper files, e.g., the sections you're dividing your material into & how you're using any other notebook etc.

Follow-up:

- Write and revise.
- Look ahead to what work is due in the next session.

Work due by the first day of this session:

- d. Research workbook & organization "perused" during this week or next for changes made in response to comments.

Session 13

Peer commenting on drafts ([Phase H](#) continued)

Preparation:

- Complete your draft report and submit by email to instructor. (To count as complete, a draft must get to the end, even if some sections along the way are only sketches. These will be uploaded to the peer share wikipage by the start of the session.)
- Preview [Phase I](#) . Engagement with others; Goal: "I have facilitated new avenues of classroom, workplace, and public participation."
- Review [briefings](#) on grant-seeking, participatory action research, facilitation of group process, writing a business plan, video resources, volunteering, and others of interest to you).

Session Exercises:

- Drafts commented on by other students and returned with comments by email.
- For phase I: Discussion of engagement beyond the course.
 - You should be ready by this point to practice/present what you've developed/discovered in, e.g., next semester's [CCT Network series](#)

- Open question for discussion: What is the means of best presenting the group's work to the wider public, and of supporting each other in doing so?

Follow-up:

- Revise in response to peer comments.
- Look ahead to what work is due in the next session.

Work due by the first day of this session:

- H. Draft Complete Report, f. Last peer commentary, given during the session on one or more students' drafts.

Session 14

Taking Stock of the Course: Where to go from here?

Preparation:

- Keep writing and revising (Phase H cont.).
- Preview [Phase J](#) . Taking stock; Goal: "To feed into my future learning and other work, I have taken stock of what has been working well and what needs changing."

Session Exercises:

- Taking stock in multiple ways with the aim of:
 - a) feeding into your future learning (and other work), you take stock of your process(es) over the semester;
 - b) feeding into instructor's future teaching (and future learning about how students learn), instructor takes stock of how you, the students, have been learning.
- [Sense of Place Map](#)
- Discussion of (shareable) insights that emerged and reactions to the exercise
- Official [evaluation](#) that starts with a self-evaluation (to be administered by [survey gizmo](#)).
- Closing circle ([plus-delta](#)).

Follow-up:

- Revise in response to instructor's comments and complete report.

Work due by the first day of this session:

- Completion contract (if needed; see [policies](#)).

Work due one week after session 14:

- H. Report,
- J. Self-assessment in relation to goals.

Extensions after the course is over:

- Update [Reflective Practitioner's Portfolio](#) (for CCT students)
- Peruse Titles of final reports

(Copies are accessible via [Password-protected access page](#))