

**EDLD 8950**  
**Seminar:**  
**Doctoral Seminar I**

Location/Time:  
Wrights Mill Road ES  
807 Wrights Mill Rd  
Auburn, AL 36830  
**Thursdays 5pm-7:50**

**Fall 2014**

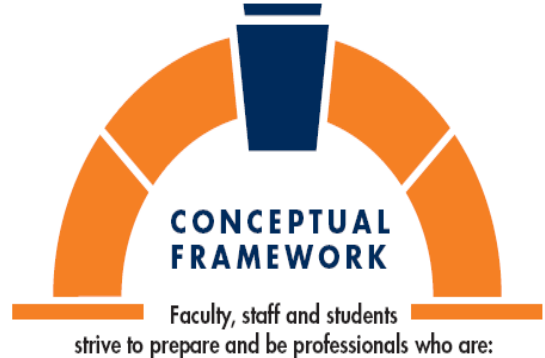
**Dr. Lisa Kensler**  
4002 Haley Center

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[lisakensler@gmail.com](mailto:lisakensler@gmail.com)

**Office Hours:**  
Wed 3PM – 5PM or  
By Appointment via phone, Skype,  
Google Chat, or in-person  
(It is best to make an appointment)

**EFLT**  
College of Education

COLLEGE OF EDUCATION



*Competent*

equipped with the knowledge, skills  
and technological expertise to help  
all individuals learn and develop

*Committed*

dedicated to the ethical practices and collaboration  
that serve as the foundation of a diverse  
and intellectually vibrant society

*Reflective*

devoted to analyzing their own past practices  
in ways that fuel ongoing learning  
and improve future practices

*A Keystone in Building a Better Future for All*



**AUBURN**  
UNIVERSITY

Auburn University is an equal opportunity educational institution/employer

**EDLD 8950**  
**Doctoral Seminar I**  
**Auburn University - College of Education**  
Educational Foundations, Leadership, and Technology Department  
Fall 2014

**Class Time:** Thursdays 5:00 pm –7:50 pm and Saturday, December 6 (time TBD)

**Location:**

Wrights Mill Road Elementary School at 807 Wrights Mill Rd, Auburn, AL 36830

**Instructor:** Dr. Lisa Kensler

4002 Haley Center

Office: 334-844-3020

Cell: 484-554-2524

Fax: 334-844-3072

E-Mail: [lisakensler@auburn.edu](mailto:lisakensler@auburn.edu) or [lisakensler@gmail.com](mailto:lisakensler@gmail.com)

Office Hours: Wed 3pm-5pm and by appointment

1. **Course Number:** EDLD 8950

**Course Title:** Doctoral Seminar I

**Credit Hours:** 3 semester hours

**Prerequisites:** Admission to AESG or ASCG Doctoral Program

2. **Syllabus Revised:** August 2014

3. **Texts:**

American Psychological Association. (2009). *Publication manual of the American Psychological Association style guide* (6th ed.). Washington, DC: American Psychological Association.

Booth, W. C., Colomb, G. G., & Williams, J. M. (2008). *The Craft of Research* (Third Edition). Chicago: University of Chicago Press. ISBN: 0-226-06566-9

Also required:

Ropes Course experience – approximately \$25.00 per person.

4. **Course Description:** Professional and social integration into the doctoral program; enhancement of professional knowledge through structured inquiry, professional dialogue, and reflective thinking.
5. **Course Objectives:** Upon completion of this course, students will be able to:
  - Identify the major elements of APA style
  - Identify and use technological resources of the college and university
  - Write annotated bibliographies and integrate research articles into a literature review/presentation
  - Identify personal values and their personal vision
  - Develop a plan for enhancing their personal vision
  - Identify their professional values, goals, and vision
  - Demonstrate reflective capabilities relative to their professional vision
  - Identify aspects of organizational community building
  - Develop and implement strategies to develop the educational community of learners in educational leadership.
  - Assist in the development of collaborative partnerships within the community of learners.
  - Identify internal and external publics who are stakeholders in the educational contexts.
  - Demonstrate the ability to work in collaborative teams to complete assigned tasks

**7. Course Content:**

<b>Date</b>	<b>Time</b>	<b>Description</b>
August 21	5:00pm – 7:50pm	<b>Designing Our Learning Community</b> <ul style="list-style-type: none"> <li>○ Establish learning community norms</li> <li>○ Review of syllabus, requirements, expectations</li> <li>○ Personal/Professional/Scholarly spheres...</li> <li>○ <a href="#">ISLLC Standards</a> (<i>bring electronic or paper copy to class</i>)</li> <li>○ Canvas, Google+, Google Documents, Dropbox – Introduction and overview</li> <li>○ APA Style Manual – course relevant expectations and resources</li> </ul> <b>DUE: READ <i>The Craft</i> Ch 1&amp;2</b>
August 28	5:00pm <b>Northside IS</b> 601 North 5 <sup>th</sup> St Opelika, AL 36801	<b>2014 Welcome Gathering</b> – Introduction to the Doctoral Program and EDLD 8950 with EDLD Faculty, Staff, and other Cohorts
Sept 4	5:00pm – 7:50pm	<b>The Role and Structure of Literature Reviews</b> <b>Develop key questions for your research</b>  <b>Analyzing published research</b> <ul style="list-style-type: none"> <li>○ What is the structure of the author's argument?</li> <li>○ Wallace Foundation Lit Review (Posted in Canvas)</li> <li>○ Writing Annotated Bibliographies and Research Matrices</li> </ul> <b>DUE: READ <i>The Craft</i> Ch 3 – 6; Review Wallace Foundation Lit Review (Posted on Canvas and here: <a href="http://www.wallacefoundation.org/knowledge-center/school-leadership/key-research/Documents/How-Leadership-Influences-Student-Learning.pdf">http://www.wallacefoundation.org/knowledge-center/school-leadership/key-research/Documents/How-Leadership-Influences-Student-Learning.pdf</a>)</b>
Sept 11	5:30pm – 9:30pm <b>Auburn University RBD Library</b> Computer Lab just behind information desk at the Mell St. entrance (2 <sup>nd</sup> Floor)	<b>Technology/Library orientation</b> – Meet at the Mell Street Entrance Lobby of the Auburn University RBD Library  <b>DUE: Read <i>The Craft</i> Ch 7 – 11; Personal/Professional/Scholar Paper (post to Canvas)</b>

Sept 18	5:00pm – 7:50pm	<b>Note taking without Plagiarizing!</b> How to effectively take notes from published research. Follow-up on analyzing arguments  <b>Due: Each person find and post to Canvas Discussion five empirical article references related to your chosen topic. Bring copies (paper or electronic) to class.</b>
Sept 25	ONLINE ACTIVITY <i>No class mtg</i>	<b>Share and critique note taking and research matrices</b> <ul style="list-style-type: none"> <li>Peer review – See Canvas for details</li> </ul> <b>DUE: DRAFT Research Matrix (including 10 articles minimum on your topic) and beginning Note-taking for peer review – Post to Canvas</b>
Oct 2	5:00pm – 7:50pm	<b>Developing literature reviews</b> <ul style="list-style-type: none"> <li>Identifying themes from the literature</li> <li>Integrating the literature</li> <li>Constructing your argument/s</li> </ul> <b>**Write at least 2 pages of your literature review for Oct 23<sup>rd</sup>**</b>  <b>DUE: Read <i>The Craft</i> Ch 12-17</b>
Oct 9	5:00pm – 7:50pm	<b>Poster Workshop</b> Learn how to create a Poster in PowerPoint that summarizes your literature review  <b>DUE: Final Research Matrix and Note-taking on your 10 articles; upload one document to Canvas assignments –AND- bring your notes and 10 articles to class (paper or electronic copies ok)</b>
Oct 16	AU FALL BREAK <i>No class mtg</i>	
Oct 23	5:00pm – 7:50pm	<b>Writer's Workshop I</b> Bring at least two pages (APA) of your emerging literature review to class. We will use your writing as the core of our workshop!  <b>DUE: (Do not post to Canvas, bring paper copy to class) 2 page overview of your ten articles AND reference list, formatted according to APA 6<sup>th</sup> ed.</b>
Oct 30	<i>No class meeting</i>	Write, write, write... Use your time wisely.
Nov 6	5:00pm – 7:50pm	<b>Writer's Workshop II</b> Bring your near final literature review to class. We will use your writing as the core of our workshop! <i>(continued next page!)</i>

		<b>DUE: (Do not post to Canvas, bring paper copy to class) Near final draft of your 10 page literature review AND reference list, formatted according to APA 6<sup>th</sup> ed.</b>
Nov 13	5:00pm – 7:50pm	<b>Dissertation Preview</b> All you wanted to know and more about the dissertation process...  <b>DUE: Literature Review –AND- Poster Summary (post to Canvas) by 5:00PM</b>
Nov 20	<i>No class mtg</i>	
Nov 27	<i>Thanksgiving No class mtg</i>	
Dec 4	5:30pm – 9:30pm	<b>Dress Rehearsal</b> Practice makes perfect... be prepared and take it seriously  <b>DUE: Practice Final Professional Development/Learning Session – Peer Review/Feedback –AND- Poster Summary of Literature Review – printed poster and handouts for Fall Institute, bring to class</b>
<b>Dec 6</b>	Time TBD	<b>Fall Institute</b>

## 8. Course Requirements/Evaluation

### A. **Class Participation**

Attend all seminar sessions, be prepared when coming to seminar, and actively engage in class and related activities. See attendance policy for additional information.

### B. **Personal -- professional -- scholar visioning paper and action plan**

Your personal vision should be continuously developing. This is an opportunity to capture a snapshot early in your doctoral program. You may structure your paper in the way that best suits you, however please be sure to address the following questions in a substantial and meaningful way:

- What are your personal -- professional -- scholar core values? How do they converge? Diverge?
- What is your personal – professional – scholar purpose/mission?
- Why did you enroll in this doctoral program? What do you hope to do with your doctoral degree?
- Where do your personal, professional, and scholarly visions converge? Is there a “sweet spot” where you might find a dissertation topic? What is it? What do you know about that topic so far? What do you still need to learn? [This should be a substantial section of your reflection – share details!]
- How will you translate your vision into action? Be specific...Think about your strengths and opportunities for continuous learning and development...

**Please post a single document to Canvas assignments and see the Course Calendar for due date.**

**C. Research Matrix and Note-taking**

You will be responsible for finding a minimum of ten empirical articles directly related to your Professional Development/Learning topic. You will need to include these ten articles in a Research Matrix and take notes from each of these articles. **Please post a single document to Canvas that includes the Matrix and notes. See the Course Calendar for due date.**

**PLEASE NOTE: You will be expected to upload a draft of your Research Matrix and emerging notes to Canvas for Peer Review – be sure to see Course Calendar for due date.**

**D. Poster Summary of Literature Review**

You will develop a poster that summarizes the research informing your literature review. This poster will be visible to participants during your Fall Institute Professional Development/Learning session and will serve as a one-page handout. **Please post your final poster file (one PowerPoint slide) to Canvas. See the Course Calendar for due date. Print handouts and a large poster (3'x4') in the Library's Digital Resource Lab for distribution and display at the Fall Institute.**

**E. Literature Review**

Each individual will be responsible for writing a 10 page integrated literature review that summarizes the research about the Professional Development/Learning session topic. This literature review should provide an overview of the research on the topic as well as identify and explain the major themes. **Please post a single document to Canvas. See the Course Calendar for due date.**

**9. Grading**

The final grade for the course will be based on the point scale listed in the course requirements. Students receiving a D or F may be dropped from educational leadership courses for the remaining semesters and may have the opportunity to begin the program with the next cohort group. Alternatively, they may be dropped from the program. Grades for the EDLD seminar will be A-F. To receive a passing grade of C or above students **MUST BE PRESENT FOR ALL CLASS SESSIONS**, unless excused according to university policy.

Please submit all written assignments to the appropriate Canvas assignment by **attaching/uploading your file.**

Assignment	Points Possible
<b>A. Class Participation</b>	10
<b>B. Personal/professional/scholar Vision paper and plan</b>	20
<b>C. Research Matrix and Note-taking</b> Draft = 5pts Final = 15 pts	20
<b>D. Literature Review Summary Poster</b>	20
<b>E. Individual Literature Review</b>	30
<b>TOTAL POINTS</b>	<b>100</b>

Grading Scale:

A = 90-100

B = 80-89

C = 70-79

D = 69-60

F = Below 60 Points

#### 10. **Class Policy Statements:**

A. Attendance: For EDLD 8950, class attendance and punctuality are expected and required. Students must meet the assignment deadlines described in the syllabus.

B. Excused absences: Students are granted excused absences (In an asynchronous distance course, absences may translate into submitting late assignment/s to Canvas). Late assignment submission may be excused for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays – as detailed in the [Student Policy eHandbook \(www.auburn.edu/studentpolicies\)](http://www.auburn.edu/studentpolicies). Students who wish to have an excused absence (or submit late work) for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the [Student Policy eHandbook \(www.auburn.edu/studentpolicies\)](http://www.auburn.edu/studentpolicies) for more information on excused absences.



- C. Make-Up Policy: Arrangement to make up a missed major examination/assignment (e.g., hour exams, mid-term exams, major papers) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.
- D. Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT)
- E. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the [Student Policy eHandbook](http://www.auburn.edu/studentpolicies) ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)) will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

*Please note:*

- *Copying and/or pasting other individuals' work and then presenting it as your own (intentional or unintentional) is considered plagiarism and is in direct violation of the Honesty Code. Violations of the Honesty Code may result in a zero for the assignment, a failing grade for the course, suspension and/or expulsion from the university.*
- *I expect you to produce original work for this class. You may not submit work for this class that you have previously completed for a different class. If you have any questions, please see me prior to submitting your assignment. You will receive a zero for work that too strongly resembles another course's work.*

- F. Professionalism: As faculty, staff and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the

College's conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality
- Model and nurture intellectual vitality

Additionally, the following skills, applications, and dispositions are considered important for Accomplished Educational Leaders (National Board Core Propositions from the National Board for Professional Teaching Standards). We expect students fulfilling the expectations for the Ed.S. and/or AA Certification in Instructional Leadership to utilize the course learning opportunities to practice the following:

#### SKILLS

- Accomplished educational leaders continuously cultivate their understanding of leadership and the change process to meet high levels of performance.
- Accomplished educational leaders have a clear vision and inspire and engage stakeholders in developing and realizing the mission.
- Accomplished educational leaders manage and leverage systems and processes to achieve desired results.

#### APPLICATIONS

- Accomplished educational leaders act with a sense of urgency to foster a cohesive culture of learning.
- Accomplished educational leaders are committed to student and adult learners and to their development.
- Accomplished educational leaders drive, facilitate and monitor the teaching and learning process.

#### DISPOSITIONS

- Accomplished educational leaders model professional, ethical behavior and expect it from others.
- Accomplished educational leaders ensure equitable learning opportunities and high expectations for all.
- Accomplished educational leaders advocate on behalf of their schools, communities and profession.

G.

#### **Professional Development Plan/ Written Comprehensive Exam for EDLD Ph.D. Students**

Each Ph.D. candidate is to create a Professional Development Plan in the first semester of coursework. Guidance for this plan is given by faculty in the first semester, and it is the student's responsibility to continue to reflect and document progress toward the

goals as each semester progresses. There is also space on the form for additional journaling as new learning takes place, new readings are discovered, etc. Please note that evidence should be provided to document growth, so work samples and other artifacts should be kept throughout the program. Each student should diligently add to the Professional Development form each semester. The faculty will hold a reflective conference with each student at a mid-point of coursework in each cohort schedule in which the student will prepare a presentation to report on progress made in the Professional Development Plan. Students will receive feedback on their progress from the Educational Leadership faculty at that time.

At the end of coursework, each student will be required to complete a written comprehensive exam. Guiding questions for the exam are provided to students in the first semester of coursework and are included in the syllabi of each core doctoral course. Students should give thoughtful attention to the questions throughout the program in order to be prepared to do written responses on the comprehensive take-home exam. Students will be notified of the due date for the exam well in advance. Students will prepare for and schedule their General Oral Exam (Comprehensive Exam) in consultation with their Chair.

Written Comprehensive Exam Questions:

- (1) What are your ideas about the relationship between theory and practice? (Please use appropriate citations and at least one specific example from your experience.)
- (2) What is your conception/definition of leadership and why? (Please use appropriate citations.)
- (3) What program experiences, readings, or other elements most influenced your thinking and personal growth? In other words, what were at least three of your personal “ahaa” moments during this program? Please explain where in the program they occurred, how and why. What have they meant to you since?
- (4) Using your professional growth plan (see Professional Growth and Development Plan Reflective Framework), where have you grown the most and where do you see continued opportunities for growth? Please provide evidence from your experience in your answer.
- (5) How might we improve the learning experiences in our program? Please offer at least three specific opportunities for us to improve.

**Annotated Bibliography Format (This may be a helpful structure for your note-taking, although this structure is not required)**

Each annotated bibliography should be approximately one page, single spaced. If you keep each article summary to one page, you will make working with the information easier during the synthesis/writing phase. Please follow the following format:

<p>Annotated Bibliography # ____ YOUR NAME DATE: ____</p> <p>APA Style Reference (refer to APA 6<sup>th</sup> Manual): Author (Year). Article title. <i>Journal Title</i>, Volume, Issue, pages. DOI number.</p> <p>Purpose (2-3 sentences at most! Please do not quote.):</p> <p>Research Questions (quotation marks and page number/s, if you quote):</p> <p>Methodology (circle/ one):</p> <table><tr><td>Quantitative</td><td>Qualitative</td><td>Mixed Methods</td></tr></table> <p>Sample description:</p> <p>Results (summarize their results in your own words):</p> <p>Discussion (summarize their discussion in your own words):</p> <p>Future Research Possibilities:</p> <p>Favorite quotes (use quotations and provide page numbers):</p>	Quantitative	Qualitative	Mixed Methods
Quantitative	Qualitative	Mixed Methods	

**EDLD 8950 - Vision Plan Rubric**

<b>Guiding Questions need to be addressed, but not necessarily in this order...</b>	<b>Points Possible</b>	<b>Points Earned</b>
What are your personal -- professional -- scholar core values? How do they converge? Diverge?	1	
What is your personal – professional – scholar purpose/mission?	1	
Why did you enroll in this doctoral program? What do you hope to do with your doctoral degree?	1	
What is your vision for your future? Personally? Professionally? Scholarly?	1	
Where do your personal, professional, and scholarly visions converge? Is there a “sweet spot” where you might find a dissertation topic? What is it?	7	
What do you know about that topic so far? What do you still need to learn? (include citations)	6	
How will you translate your vision into action?	1	
Writing is free of errors	2	
<b>TOTAL POINTS</b>	<b>20</b>	