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**EDLD 8950**

**Doctoral Seminar II**

**Fall 2014**

**Dr. Linda Searby**

4075 Haley Center

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**Office Hours:**

By Appointment

**EFLT**

College of Education

**EDLD 8950**

**Doctoral Seminar II**

**Auburn University - College of Education**

Educational Foundations, Leadership, and Technology Department

Fall 2014

**Class Time:** This class is designed in seminar format to meet your individual needs related to developing your dissertation literature review/proposal. We will meet weekly to allow for tracking your regular progress towards completing your dissertation proposal (Chapters 1, 2, 3), unless otherwise specified during the semester. One one one and small group sessions will be offered as needed. You are required to meet with your dissertation chair twice during the fall semester, and document the dates/summaries of the meetings.

**Location: After the first night of class, we will meet each Wednesday in the Ralph Draughan Library at Auburn. Skype is also available as a tool for supplementary meetings as individually needed.**

**Instructor:** Dr. Linda Searby

4075 Haley Center

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Office Hours**: B**y appointment

1.  **Course Number**: EDLD 8950

**Course Title**: Doctoral Seminar II

**Credit Hours**: 3 semester hours

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

2.  **Syllabus Revised**: August 2014

3.  **Texts**:

Roberts, C. M. (2010). *The Dissertation Journey*. New York: Corwin Press.

ISBN: 978-1-4129-7798-2

Machi, L. A. & McEvoy, B. T. (2009). *The Literature Review*. New York: Corwin Press.

ISBN: 978-1-4129-6135-6

Optional text:

Neck, C. P., & Manz, C. C.. (Fifth Edition, 2010*). Mastering Self-Leadership: Empowering*

*Yourself for Personal Excellence*. Prentice-Hall. ISBN: 13: 978-0-13-606645-3.

4.  **Course Description**: Doctoral Seminar II is designed to facilitate and support your development and near completion of your dissertation research proposal, including Chapters 1, 2, and 3. You will be required to have a completed chapter 1 and 2, and an outline/rough draft of chapter 3.

5.  **Course Objectives:**

Participation in this course assumes that the student has chosen a dissertation chair, has selected a dissertation topic, has met with the dissertation chair to discuss the dissertation topic, and has drafted a statement of the problem and central research question, at minimum.

Upon completion of this course, students will:

 Be familiar with the university required process and products related to the successful completion of their dissertation.

 Be familiar with both the traditional and non-traditional dissertation formats and have selected, in consultation with their dissertation chair, the appropriate format

for their dissertation.

 Complete a near complete rough draft of their dissertation research proposal including a complete rough draft of the introduction and their literature review and detailed outline/ rough draft of their methods section.

□ In the process of completing the dissertation proposal, students will learn the basic principles of self-leadership in achieving an academic goal, and practice them.

6.  **Course Content and Schedule:**

|  |  |
| --- | --- |
| **Date** | **Content and Assignments Due** |
| **August 20**  **5:30 p.m**. | In preparation, please review your two texts and the following Auburn University website (Guide to Preparation and Submission of Theses and Dissertations): <http://www.grad.auburn.edu/etd_guide.html> |
| **Aug. 20**  **(con’t)**  Marilyn Player’s classroom- Auburn Jr. High | Please bring:   Your calendar – you will develop a schedule for additional meetings with your support group   Your laptop, if you wish.   Your texts if you wish  We will review the syllabus and course requirements.  **For next week: Read pp. 75 – 110 in Roberts text** |
| **Aug. 27**  **Meet in Library**  **5:30 p.m.** | Todd Shipman, the Education Librarian, will give us an instructional session on how to do library database searches for journal articles and dissertations.  Afterwards, we will meet as a group in the library for some brief instructions, then you will have time to work on the Discourse Analysis assignment.  **Bring Self-Leadership Activity #1 and Submit on Canvas.**  **For next week: Read pp. 1 – 34 in Machi & McEvoy**  **GATHER AT LEAST 5 ARTICLES / ORGANIZE THEM** |
| **Sept. 3**  **Meet in**  **[probably Haley 2442]**  **TBA**    **5:30** | How to Take Notes So You Don’t Plagiarize  AND  The Literature Map  **Assignments for Next Week:**   1. **Read Chs. 3 and 4 in Roberts text AND** 2. **Complete the Discourse Analysis Chart** as you examine 8 – 12 dissertations as a group (minimum of 4 for each person)   Draughon Library would be the best place to meet to do this. You are to discuss your findings with each other and share what you see as features of the most impressive dissertations, as well as weak features of those you review. The charts from each of you should be submitted on Canvas by midnight, Sept. 10, which denote a review of a minimum of 4 dissertations each.   1. **BRING YOUR COMPLETED LITERATURE MAP!** 2. **BRING ONE PRINTED ARTICLE, YOUR NOTE-TAKING AND PARAPHRASING FROM THE ENTIRE ARTICLE FOR CONSULTATION WITH DR. SEARBY.** |
| **Sept. 10**  **Meet in Library**  **5:30** | Topics:  You Start With Chapter 2, Not 1  Purpose Statements  Central Research Questions and Sub-Questions  **For tonite,**  **DISCOURSE ANALYSIS CHART DUE IN CANVAS**  **1.You should have read Chs. 3 and 4 in Roberts text.**  **2. Bring your article/note-taking/paraphrasing assignment done to consult with Dr. Searby**  **3. Bring 3 other Journal Articles for NoteTaking / Paraphrasing/ Summarizing – which you will do during class time in the library {also bring your laptop}**  **For Next Week:**  **1.Read p. 123 – 140 in Roberts**  **2.Bring your Completed Literature Map**  **3. Bring 3 – 5 articles to read/ take notes/ paraphrase and**  **Laptop for typing in the library.** |
| **Sept. 17**  **Meet in Library**  **5:30** | Individual Conferences in library with Dr. Searby; present your personal work plan to her. **Come, having read pp.123 – 140 in Roberts; Bring your Literature Map. Bring 3 – 5 articles.**   1. Turn in 5 pages of typed writing in Chapter 2 – 1” margins, double spaced, Times New Roman 12 font 2. Come to library prepared to either read/ take notes or write 3. Self Leadership Activity #2 - bring |
| **Sept. 24**  **Meet in Library**  **5:30** | Individual Conferences in library with Dr. Searby; present your personal work plan to her, showing your writing times in past week.   1. Turn in 5 pages of typed writing in Chapter 2 – 1” margins, double spaced, Times New Roman 12 font 2. Come to library prepared to either read/ take notes or write |
| **Oct. 1**  **Meet in Library** | Individual Conferences in library with Dr. Searby; present your personal work plan to her, showing your writing times in past week.   1. Turn in 5 pages of typed writing in Chapter 2 – 1” margins, double spaced, Times New Roman 12 font 2. Come to library prepared to either read/ take notes or write |
| **Oct. 8**  **Meet in LIbrary** | Individual Conferences in library with Dr. Searby; present your personal work plan to her, showing your writing times in past week.   1. Turn in 5 pages of typed writing in Chapter 2 – 1” margins, double spaced, Times New Roman 12 font 2. Come to library prepared to either read/ take notes or write 3. Self Leadership Activity #3 |
| **Oct. 15**  **Meet in Library** | Individual Conferences in library with Dr. Searby; present your personal work plan to her, showing your writing times in past week.   1. Turn in 5 pages of typed writing in Chapter 2 – 1” margins, double spaced, Times New Roman 12 font 2. Come to library prepared to either read/ take notes or write |
| **Oct. 22**  **No Meeting in Library, but see assign-ment** | Dr. Searby is at a conference this week. You may work at the library or at home, but please dedicate our usual class time for your productive writing time this evening.You’ll be glad you did.  **Turn in 5 pages of new writing tonite on Canvas.** |
| **Oct. 29**  **Meet in Library** | Individual Conferences in library with Dr. Searby; present your personal work plan to her, showing your writing times in past week.   1. Turn in 5 pages of typed writing in Chapter 2 – 1” margins, double spaced, Times New Roman 12 font 2. Come to library prepared to either read/ take notes or write |
| **Nov. 5**  **Meet in Library** | Individual Conferences in library with Dr. Searby; present your personal work plan to her, showing your writing times in past week.   1. Turn in 5 pages of typed writing in Chapter 2 – 1” margins, double spaced, Times New Roman 12 font 2. Come to library prepared to either read/ take notes or write 3. Self-Leadership Activity #4 |
| **Nov. 12**  **Meet in Library** | Individual Conferences in library with Dr. Searby; present your personal work plan to her, showing your writing times in past week.   1. Turn in 5 pages of typed writing in Chapter 2 – 1” margins, double spaced, Times New Roman 12 font 2. Come to library prepared to either read/ take notes or write |
| **Nov. 19**  **Meet in**  **Library** | Individual Conferences in library with Dr. Searby; present your personal work plan to her, showing your writing times in past week. NOTE THIS:   1. **Turn in minimum of 5 pages of typed writing which will be Chapter 1 this week**   – 1” margins, double spaced, Times New Roman 12 font   1. Come to library prepared to either read/ take notes or write |
| **Nov. 26** | THANKSGIVING BREAK - NO CLASS |
| **Dec. 3**  **Last Class**  **Meeting Place TBA**  **\_\_\_\_\_\_** | **Turn in draft of Chapter 3 –Methodology – Minimum 3 pages.**  **Turn in any additional pages of Chapter 2 if you need to catch up in order to have 45 pages total \*** |

\*5 pages of writing are required from Sept. 17 to Nov. 12 for Chapter 2. Two points are assigned for each page of writing. This does not include references. If you fall short of 5 pages in any week, you can make them up in any subsequent week by writing more than 5 pages. HOWEVER, something must be turned in EVERY week. The FINAL number of pages for Chapter 2 will need to be a minimum of 45 pages. Five pages are required for Chapter 1, and 3 pages for Chapter 3.

**\*\* Please Note: There will be one class session where Dr. Maria Witte will come to present the important information about timelines and Graduate School Requirements to you. This date has yet to be arranged, so please be aware that there will be one evening when your writing time in class will be diminished or perhaps even eliminated to accommodate this.**

YOU MUST MAKE ARRANGEMENTS TO MEET WITH YOUR CHAIR AT LEAST TWICE THIS SEMESTER; Document the dates of the meetings and turn in notes on the content of the discussions.

8. **Course Requirements/Assignments**

This course has one primary product – Your dissertation research proposal including a near complete Chapter 1, literature review Chapter 2, and a detailed outline/ draft of Chapter 3. A grade of A is earned by reaching this goal. It will be achieved by your production of a minimum of 5 new typed pages per week, and submitted to Dr. Searby on the schedule above. Failing to meet that criteria will result in a grade less than A.

You will polish your Introduction and finalize your Method chapter in consultation

with your dissertation Chair, in preparation for your oral defense. You will schedule your oral defense with your Dissertation Chair and Committee once they think you are ready. This course supports your preparation for the oral defense, but your grade in this class is entirely unrelated to your Chair’s assessment of your readiness for your oral defense. For example, you may be able to earn an A in this class and yet not be ready for your oral defense.

Dr. Searby’s Role: I am here to provide you with the tools and information you need to achieve the creation of your dissertation proposal (Chapters 1, 2, and 3). I will review your written work each time you submit it, and will provide general feedback to you. I will meet you in the library in person every week and will schedule individual conferences with you, calling you at random to come meet with me at a table at a specified location, near where everyone will be working. Therefore, you should be ready with all required assignments each week (including paper copies of your 5 pages of writing and your documentation of your work time during the previous week). I will tailor instruction to your specific needs if you let me know where you need coaching. I will ask you questions to keep you thinking and clarifying what you want to convey, and I will let you know if your writing is clear and understandable. I will help you with structure and organization of your proposal and give you feedback on the quality and style of your writing. I know that YOU want to make significant progress this summer, so I will help you reach your goal by serving as a combination cheerleader and taskmaster! One of the ways I will do this is through facilitating Self-Leadership activities that will help you LEAD YOURSELF to success.

What is not Dr. Searby’s Role: Unless I am your dissertation chair, I will not be the one to give you definitive advice or direction on your research questions, methodology, theoretical/conceptual framework, or timetable for your general oral exam. That is the role of your chair, and you need to keep in close contact with her/him all semester, having at least 2 meetings to share your progress and to get specific direction for proceeding. I will not be editing your paper in detail for writing, grammatical or APA errors, but I will make general edits and comments on those things. That is also your chair’s role (or an outside editor’s).

If I ever offer any advice or suggestion that is contradictory to your chair, you must always defer to your chair and ignore me.

9. **Grading**

|  |  |  |
| --- | --- | --- |
| **Assignments** | **Points**  **Possible** | **Due Date** |
| Discourse Analysis  Literature Map  5 pages of writing in Chapter 2, submitted for 9 subsequent weeks @ 10 points each  5 pages of Chapter 1  3 pages of Chapter 3  Self-Leadership Activities as assigned 4 @5 pts. ea. | 10  5  50  10  5  20 | Sept. 10  Sept. 17  Sept. 17 – Nov. 12  Nov. 19  Dec. 3  Throughout semester |
| **TOTAL POINTS** | **100** |  |

Grading Scale: A = 91-100

B = 80-90

C = 70-79

D = 69-60

F = Below 60 Points

\*\*Please see the literature review rubric at the end of this syllabus for more detailed literature review evaluation criteria. Use this rubric as a guide, not an absolute rule. Your chair will work with you to define your specific criteria

10. **Class Policy Statements:**

1. Class Attendance/Absences: Class attendance on the scheduled times and dates is required. Dr. Searby will allow you two “free passes” to miss class in person without penalty during the semester. Any more than that will result in a loss of 5 points per absence.
2. The tools and support for completing your dissertation proposal are made available to you in a structured way. It is also suggested that you form support groups of 2 – 3 together. Dr. Searby feels that meeting with you regularly and you meeting with your support group regularly are keys to your success in this seminar. Dr. Searby will have both planned conferencing topics at the scheduled library meetings, as well as letting you direct the meetings with your questions or concerns.
3. Your grade will be based on your production according to the Assignment chart above. You will need to plan to use your weekly library time in an efficient and productive way, meaning that you should come each week with a specific goal in mind, articles to read, notes to type from, and your laptop. You will be expected to be in the library from 5:30 – 7:50 P.M. at a minimum, but you may stay longer. Dr. Searby will call students to her table in a random manner each week. When you are called, you should present your documented writing times from the previous week with work accomplished at each writing session. You will also be asked to share how you have utilized one of the activities in the Self-Leadership realm which have been offered to you.

EVERYONE WILL BE TURING IN THE 5 PAGES OF WRITING TO DR. SEARBY IN HARD COPY EACH WEEK, AS WELL AS IN CANVAS (WHERE THE POINTS WILL BE ASSIGNED). Please see the note below the Weekly Outline above for the one caveat to this requirement.

D. Late work: You will be assigned points for your submissions after each due date. If you turn your required writing in after the date it is due, but before the next week’s due date, there is no penalty, but there also will be no feedback given. However, if no work is turned in, a zero for that week will be recorded, and can only be replaced if you catch up with your five page requirement for that week, or at the end (Dec. 3). There is a 45 page requirement for Chapter 2 (not counting references) by Dec. 3. Anything less than that will result in a loss of 2 points per missing page. This also applies to the required page production for Chapters 1 and 3.

E. 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

F. Honesty Code: All portions of the Auburn University Honesty Code and the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)) Rules and Regulations pertaining to Cheating will apply to this class. I will report all academic honesty violations or alleged violations to the Office of the Provost, which will then refer the case to the Academic Honesty Committee. *Please note that 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.*

Dr. Searby will be spot-checking your submissions periodically and using anti-plagiarism technology methods to insure that plagiarism is not occurring. There will be explicit instruction in class about what constitutes plagiarism and how to avoid it.

*Please note: 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 is reflective of another course’s work, unless you have cleared this with the professor.*

Please se[e Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)) for additional information for which you are responsible.

G. 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

**LITERATURE REVIEW SCORING RUBRIC**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **Criterion** | **0 - 5** | **6 - 7** | **8 - 9** |
| **Coverage** | A. Justified criteria for inclusion and  exclusion from | Did not discuss the criteria  for inclusion or exclusion | Discussed the literature  included and excluded | Justified inclusion and  exclusion of literature |
| **Synthesis** | B. Placed the topic in the broader scholarly literature  C.Articulated important variables and phenomena relevant to the topic  D. Distinguished what has been done in the field from what needs to be done  E. Synthesized and gained a new perspective on the literature | Topic not placed in the broader scholarly literature Key variables and phenomena not discussed  Did not discuss what has and has not been done  Accepted literature at face value | Some discussion of the broader scholarly literature Reviewed relationships among key variables  Discussed what has and has not been done  Some critique of the literature | Topic clearly situated in broader scholarly literature Noted ambiguities in literature and proposed new relationships  Critically examined the state of the field  Offered new perspective and/or insights |
| **Methodology** | F. Identified the main  methodologies and research techniques that have been used in the field | Research methods not  discussed | Research methods  mentioned briefly | Brief discussion of the  research methods with some level of critique |
| **Significance** | G. Rationalized the practical significance of the research problem  H. Rationalized the scholarly  significance of the research problem | Practical significance of research not discussed  Scholarly significance of research not discussed | Practical significance discussed in obtuse or cursory manner Scholarly significance discussed in obtuse or cursory manner | Practical significance discussed in abstract and concrete manner Scholarly significance discussed in abstract and concrete manner |
| **Organization and Style** | I. Written with a coherent, clear structure that supported the review and research questions  J. APA style | Poorly conceptualized, unorganized, haphazard  APA style not followed | Some coherent structure  Minor deviations from APA | Well developed, coherent, organized; fully supports the research questions APA style followed |

Note: Adapted from the rubric featured in Boote, D. N. & Beile, P. (2005). Scholars before researchers: On the centrality of the dissertation literature review in research preparation. *Educational Researcher, 34*, 3-15.

For your own use:

|  |  |  |
| --- | --- | --- |
| **GOAL/BENCHMARK** | **Date**  **completed** | **Notes** |
| Topic and purpose developing |  |  |
| Topic and purposed identified |  |  |
| Research questions identified |  |  |
| Work plan completed and approved for fall |  |  |
| First required meeting with dissertation chair. |  |  |
| Review of other dissertations completed (discourse analysis) |  |  |
| Identify, download, prepare, organize at least 5 articles/ dissertations to cite per lit. review heading |  |  |
| Create an organizational method for dealing with cited sources |  |  |
| Literature/Conceptual Map framed up |  |  |
| Meetings with Support Group –list dates |  |  |
| Second required meeting with Dissertation Chair |  |  |
| Check-ins with course professor (list dates of conference w Searby)  In library 5  3 6 |  |  |
| 45 page Lit review and  3 page outline of methods complete |  |  |
| Chapter 1 rough draft complete |  |  |