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**EDLD 8950**

**Doctoral Seminar II**

**FALL 2016**

**Dr. Lisa Kensler**

4009 Haley Center

Work: 334-844-3020 (rings my office & cell!)

Cell: 484-554-2524

Fax: 334-844-3072

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

**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 2016

**Class Format:** This class is designed in seminar format to meet your individual needs related to developing your dissertation literature review/proposal. You will have assignments due weekly to enable you to make regular progress towards completing your dissertation proposal (Chapters 1, 2, 3). There will be some required attendance sessions face to face, some optional sessions, and many weeks where you are working independently. One on one and small group sessions will be offered as needed. You are required to meet with your dissertation chair twice during the semester, and document the dates/summaries of the meetings. You must be very self-directed in order to be successful in the dissertation writing process, and Doctoral Seminar II is designed to guide and support you in the beginning stages of the dissertation.

**Instructor:** Dr. Lisa Kensler

4002 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**: May 2016

# 3. Texts: 3 Required:

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

*YOU MUST ALSO HAVE THE 6TH EDITION OF THE APA STYLE MANUAL.*

**Optional materials:**

Gallup’s Clifton StrengthsFinder.

1. Purchase ‘Top Five Strengths Access’ (<https://www.gallupstrengthscenter.com/Purchase/en-US/Product>)
2. Follow these directions for using your code: <https://www.youtube.com/watch?v=UWIB5oOuL8w&index=1&list=PLxDaK7wIyw95T7TqtwFSrAmu-2BPUQhvC>
3. Complete the assessment – Plan to complete the assessment in a quiet place where you will not be disturbed. It is important that you answer the questions as honestly as possible. All honest responses are correct ☺ Focus on what is true about you now, not what you might wish to be true about you in the future.
4. Follow these directions to share your results with me (*NOTE use my GMAIL email address – lisakensler@gmail.com*): <https://www.youtube.com/watch?v=75lmL_-Ni-A&index=4&list=PLxDaK7wIyw95T7TqtwFSrAmu-2BPUQhvC>

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 an outline/rough draft of chapter 1, a nearly complete chapter 2, and an outline/rough draft of chapter 3 at the conclusion of the course.

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 draft of their dissertation research proposal including strong drafts of the introduction (Chapter 1), a near-complete literature review (Chapter 2), and detailed outline/ rough draft of their methods section (Chapter 3).

6.  **Course Content and Schedule:**

*Note: Class will meet from 5:00-8:50 in 4009 Haley, unless otherwise noted*.

PLEASE NOTE: WE WILL DISCUSS AND FINALIZE MEETING DATES DURING OUR FIRST MEETING ON AUG 29TH… THE CALEDAR BELOW IS A STARTING PLACE FOR THIS CONVERSATION.

| **Date** | **Content and Assignments Due** |
| --- | --- |
| **Aug 22**  No class meeting | Review Canvas, read syllabus carefully, be sure to acquire texts, prepare any questions for class next week and begin assigned reading. |
| **Aug 29**  Haley  4009 | FACE-TO-FACE SESSION  In preparation for class, please:   * Peruse your texts * Read chapters 1 and 9 of the Roberts text carefully     We will:   * Review the syllabus and course requirements * What is a dissertation anyway? * How to use library resources and Google Scholar (Roberts text chapter 9)   + Bulls-eye empirical articles * Literature Reviews/Literature Maps * Note taking guidance * Form Accountability Groups\* * Strengths-based action planning (Details provided in class for Clifton StrengthsFinder optional assessment.)   Please bring to our face-to-face sessions:   Your calendar – You will develop a schedule for additional meetings with your support group   Your laptop   Your texts |
| **Sept 5** | Labor Day. Enjoy your day!  *And keep working this week! Collect, read, and take notes!*  **Post WEEKLY UPDATE to Canvas Assignments** |
| **Sept 12**  No formal class meeting | Present and discuss your personal work plan with your accountability group\*. Celebrate victories and strategize together for overcoming barriers.  **Post WEEKLY UPDATE to Canvas Assignments** |
| **Sept 19**  Haley  4009 | FACE-TO-FACE SESSION – *tentative date*  In preparation for class, please:   * Read chapters 5-7 and 11 of Roberts text * DUE – Upload near final Literature Map to Canvas * BRING your developing outline and at least 5 pages of literature review writing to class. We will ‘workshop’ your writing in pairs.   We will discuss:  Strategies for success –committee selection, support group, and organization  How do I write…   * Purpose Statements? * Central Research Questions and Sub-Questions? * General Oral Exam… What should I do to prepare?   **Post WEEKLY UPDATE to Canvas Assignments** |
| **Sept 26** | Present and discuss your personal work plan with your accountability group\*. Celebrate victories and strategize together for overcoming barriers.  **Post WEEKLY UPDATE to Canvas Assignments** |
| **Oct 3** | Present and discuss your personal work plan with your accountability group\*. Celebrate victories and strategize together for overcoming barriers.  **Post WEEKLY UPDATE to Canvas Assignments** |
| **Oct 10** | Present and discuss your personal work plan with your accountability group\*. Celebrate victories and strategize together for overcoming barriers.  **Post WEEKLY UPDATE to Canvas Assignments** |
| **Oct 17**  **Haley**  **4009** | FACE-TO-FACE SESSION – *tentative date*  **Practice General Oral Exam Presentation (Each student will have 20 minutes max)**   * Follow the outline provided on Canvas * Complete it to the extent that you have the information needed * It is OK to leave some slides blank or with questions! Let us help you via our discussion about your work ☺   *Come prepared to present a draft of your General Oral Exam presentation. The outline for your presentation is posted on Canvas.*  **Post WEEKLY UPDATE to Canvas Assignments** |
| **Oct 24**  **FACE**  **to**  **FACE**  **In**  **4009**  **Haley** | FACE-TO-FACE SESSION– *tentative date*  **Please Note: Dr. Maria Witte will come to present the important information about timelines and Graduate School Requirements to you. You don’t want to miss this session!**   * Review the following Auburn University websites - * Guide to Preparation and Submission of Theses and Dissertations: <http://www.grad.auburn.edu/etd_guide.html>   The Doctoral Studies Checklist: <http://grad.auburn.edu/cs/doccklst.html>  **Post WEEKLY UPDATE to Canvas Assignments** |
| **Oct 31** | Present and discuss your personal work plan with your accountability group\*. Celebrate victories and strategize together for overcoming barriers.  **Post WEEKLY UPDATE to Canvas Assignments** |
| **Nov 7** | Present and discuss your personal work plan with your accountability group\*. Celebrate victories and strategize together for overcoming barriers.  **Post WEEKLY UPDATE to Canvas Assignments** |
| **Nov 14** | Present and discuss your personal work plan with your accountability group\*. Celebrate victories and strategize together for overcoming barriers.  **Post WEEKLY UPDATE to Canvas Assignments** |
| **Nov 21** | Present and discuss your personal work plan with your accountability group\*. Celebrate victories and strategize together for overcoming barriers. |
| **Nov 28** | Present and discuss your personal work plan with your accountability group\*. Celebrate victories and strategize together for overcoming barriers. |
| **Dec 5** | Post **Final Product** as ONE complete document – Include at a minimum:   * + Title page   + Literature Map   + Outline for Chapter 1   + Chapter 2   + Outline for Chapter 3   + Reference list |

**\*Accountability Group**

You are to form pairs or trios with others in the class for the purpose of encouraging one another and holding each other accountable for self-leadership and writing production. You should plan to meet weekly – either via conference calls or face-to-face. Email check-ins alone are not substantial enough.

8. **Course Requirements/Assignments**

This course has one primary product – Your dissertation research proposal including a structured outline/ draft of Chapter 1, nearly complete literature review Chapter 2, and a detailed outline/ draft of Chapter 3. The grade breakdown is described under #9, Grading. If you complete this work, then you should be able to work with your Dissertation Chair to hold your general oral exam fairly soon.

Your three chapters will not be considered “complete” until your Dissertation Chair is satisfied with the content and writing. After the course is over, you can expect to polish your Introduction (CH 1), Literature Review (CH 2), and Methods (CH 3) chapters in consultation with your Dissertation Chair prior to your General Oral Exam (GOE). You should stay in close communication with your Chair. Your Chair will schedule your GOE with you and your committee when your Chair thinks you are ready. This course *supports your preparation* for the GOE exam, but your grade in this class is entirely unrelated to your Chair’s assessment of your readiness for your oral exam. For example, you may earn an A in this class and yet still not be ready for your GOE.

Dr. Kensler’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. It is not my role to do detailed editing of your writing, but I will point out common errors and make suggestions about overall organization. I will meet you in person to discuss feedback in more depth, as needed. Just ask to set up an appointment or stay after a face-to-face session. Always bring your Literature Map. 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 semester, so I will help you reach your goal by serving as a combination cheerleader and taskmaster!

What is not Dr. Kensler’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 related to 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.

1. **Weekly Updates**

Report on the work you have done this week. Please copy and paste this template into the text box of the assignment and fill in the details. [You will be able to do this in Canvas.]

Week: [dates]

Hours spent on dissertation tasks:

Detailed description of tasks:

Date/Time of Accountability Group Meeting:

Reflections:

Goals for next week:

 If you have writing that needs my review, please upload your file and let me know you have done so in the comment box.

There is a rubric for your weekly updates in Canvas. You earn up to 1 point for providing a detailed update and up to 2 points for showing evidence of progress. You will only earn the full 3 points each week if you submit a minimum of 3 pages of new writing. This writing must be your own writing, but it may be article summaries and/or pre-writing. Not everyone writes at the same pace or at an even pace. However, you need to make consistent writing progress each week in order to meet the goal of nearly completing your literature review.

Note: There are 11 Weekly Update assignments, each worth 3 points. You only need to earn 30 points total for Weekly Updates. Therefore, you have 3 ‘free points.’ This could translate into a missed weekly report or three weeks of no writing submission… use them as you wish.

1. **Literature Map**

Details provided in class.

1. **Practice General Oral Exam**

This activity is meant to be PRACTICE for you. You will earn the five points simply by presenting a DRAFT of your presentation. It is not expected to be a perfect presentation. Use this opportunity to present what you know thus far and then receive guidance and feedback from the group about how to continue developing your General Oral Exam presentation.

Here is an **outline of the power point presentation** you should prepare for your General Oral Exam (GOE) (Remember, you should assume that your committee has read your proposal-chs 1-3. Therefore, hit the most important points and plan for your presentation to be no more than 20 minutes.)

=> Title (1 slide)  
=> Problem statement/context (1 - 2 slides)  
=> Purpose (1 slide - have it down to a clear purpose statement - see Ch 12 in The Dissertation Journey)  
=> Conceptual/Theoretical framework (1 - 3 slides) - concept map would be lovely, but not required!  
=> Research questions (1 - 2 slides; 3-5 questions)  
=> Significance (1-2 slides)  
=> Assumptions (1 slide) - these are the assumptions associated with your methodological approach  
=> Brief Overview of your literature review (seriously, very brief - it will be like you skim the surface of each section!) (5-6 slides or so, highlight primary literature --- you don't have time to tell us very much!)  
=> Method (see Ch 13 - about the Method chapter - in The Dissertation Journey)  
=> Research design (1 slide)  
=> Population/Sample (1 slide)  
=> Sampling (1 slide)  
=> Instrumentation (1 slide)  
=> Data Collection (1 slide)  
=> Data Analysis (1 slide)  
=> Limitations (1 slide)

Note - Some of your Method slides may vary depending on your study. Use this outline as a general guide.

1. **Final Product**

Follow this basic outline and submit as ONE document to Canvas.

* Title page
* Literature Map
* Outline/Draft for Chapter 1
* Chapter 2 (Well developed)
* Outline/Draft for Chapter 3
* Reference ListTop of Form

Bottom of Form

9. **Grading**

|  |  |
| --- | --- |
| **Assignments** | **Points**  **Possible** |
| **Weekly Updates** (See Rubric in Canvas) – 3 points each  **Literature Map**  **Practice General Oral Exam**  **Final Product**   * 54-60 points: 35-45 page cohesive, well written literature review + draft chapter 1 + draft chapter 3 * 48-53 points: 30-35 page cohesive, well written literature review + draft chapter 1 * 42-47 points: 25-30 page cohesive, well written literature review * 36-41 points: 20-25 page cohesive, well written literature review * 30-35 points: < 20 page cohesive, well written literature review * <30 points: poorly organized, poorly written material | 30  5  5  60 |
| **TOTAL POINTS** | **100** |

*Page numbers do not include reference lists, but a complete reference list is expected to be submitted with your final document.*

Grading Scale:

A = 94-100

B = 87-93

C = 81-86

D = 75-80

F = Below 80 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 and punctuality are expected and required. If class and/or assignments are missed, only University-approved excuses as outlined in the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)).will be allowed (student illness or family member’s serious illness documented with doctor’s verification; immediate family member’s death with appropriate verification; religious holidays with written request; subpoena for court appearance; AU sponsored trips with pre-approval; professor-approved). Arrangement to make-up the work must be initiated by the student and *whenever possible, made in advance.* If assignments are missed due to illness, a doctor’s statement for verification of sickness should be given to the instructor within one week of the missed assignment. Other unavoidable absences from campus and class must be documented and cleared with the instructor **in advance.** For approved absences, an alternative assignment will be administered to the student in order to assess comprehension of the material which was missed during the absence/s. The alternate assignment will count up to the full worth of the participation points. Unexcused absences will result in missed opportunities to earn participation points and submit assignments.
2. The tools and support for completing your dissertation proposal are made available to you in a structured way. You are also asked to form Accountability/Support groups of 2 – 3 classmates. Meeting with your Chair regularly and meeting with your support group regularly are keys to your success in this seminar. Dr. Kensler will have planned class topics early in the semester, as well as letting you direct the meetings with your questions or concerns. You will be given considerable class time for completing your writing.
3. Your grade will be based on your production of written pages and their quality according to the Assignment chart above. You will need to plan to use your weekly time in an efficient and productive way. Dr. Kensler is available for individualized coaching, as needed. Just ask!
4. 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 point penalty, but feedback may be minimal. You will earn zero points for pages submitted after the next week’s due date. Therefore, if you miss a week, don’t try to catch up by going back to previous assignments. Simply work from that point forward.
5. 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
6. 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. Kensler 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. If you have questions, please ask!!!

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** | **Early** | **Developing** | **Near Final** |
| **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. Ed*ucational 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 Dr. Kensler, as needed) |  |  |
| 35 page Lit review and  2 -3 page outline of methods complete |  |  |
| Chapter 1 rough draft 2 – 3 pages complete |  |  |