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**EDLD 8950/8956**

**Doctoral Seminar II**

**Fall 2018**

**Dr. Lisa Kensler**

4009 Haley Center

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**Office Hours:**

By Appointment

**EFLT**

College of Education

**EDLD 8950/8956**

**Doctoral Seminar II**

**Auburn University - College of Education**

Educational Foundations, Leadership, and Technology Department

Fall 2018

**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 your transition into this more independent phase.

**Instructor:** Dr. Lisa Kensler

4002 Haley Center

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Office Hours**: B**y appointment

1.  **Course Number**: EDLD 8950/8956

**Course Title**: Doctoral Seminar II

**Credit Hours**: 3 semester hours

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

2.  **Syllabus Revised**: Aug 2018

# 3. Texts:

REQUIRED:

Ravitch, S.M., & Riggan, M. (2017). *Reason and rigor* (2nd ed.). Los

Angeles: Sage. ISBN 978-1483340401

SELECT **ONE** BASED ON YOUR DISSERTATION METHODOLOGY:

**Qualitative**: Bloomberg, L.D., & Volpe, M. (2016). *Completing your qualitative*

*dissertation: A road map from beginning to end.* (3rd ed.). Los Angeles: Sage.

ISBN 978-1506307695

**Quantitative**: Cone, J.D., & Foster, S.L. (2006). *Dissertations and theses: From start to*

*finish* (2nd ed.). Washington, D.C.: American Psychological Association.

ISBN 978-1591473626

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

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.

Dr. Kensler’s Role: I am here to provide you with the tools and information you need to achieve the development 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 or over ZOOM to discuss feedback in depth, at your request. Just ask to set up an appointment or stay after a face-to-face session. Always bring your Literature Map to these conversations. 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 both a cheerleader and accountability partner!

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 (GOE). 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. Even your chair is not your editor… some students find that regular sessions with the University Writing Center and/or outside editor services are very helpful. *If I ever offer any advice or suggestion that is contradictory to your chair, you must always follow your chair’s advice.*

5.  **Course Objectives:**

Participation in this course assumes that you have chosen a dissertation chair, have selected a dissertation topic, have met with your dissertation chair to discuss your dissertation topic, and have begun to draft a statement of the problem and central research questions, 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* ***8AM – 12PM*** *in 4009 Haley, unless otherwise noted*.

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| **Date** | **Content and Assignments Due** |
| **Aug 25****8AM – 12PM****4009 Haley**  | FACE-TO-FACE SESSIONIn preparation for class, please:* Peruse your texts
* Read chapters 1 and 2 of *Reason & Rigor*.

 We will: * Review the syllabus and course requirements
* Dissect traditional and non-traditional disserations
* Review how to use library resources and Google Scholar for finding those most valuable ‘bulls-eye’ articles
* Review/introduce literature maps
* Share additional resources for supporting your work

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 3** | **DUE: Weekly Check-in – See Canvas for details** |
| **Sept 10**  | **DUE: Meeting #1 with Chair - See Canvas for details** |
| **Sept 17** | **DUE: Weekly Check-in – See Canvas for detail** |
| **Sept 24** | **DUE: Weekly Check-in – See Canvas for details** |
| **Oct 1** | **DUE: Weekly Check-in – See Canvas for details** |
| **Oct 6****8AM – 12PM** **4009 Haley** | FACE-TO-FACE SESSIONIn preparation for class, please:* Read chapters 3 & 4 of *Reason & Rigor*
* BRING near final Literature Map to class
* BRING your developing outline and at least 3 pages of initial literature review writing to class. We will ‘workshop’ your writing in pairs.

We will discuss:Strategies for success –committee selection, support group, and organizationHow do I write…* Purpose Statements?
* About my conceptual framework?
* Central Research Questions and Sub-Questions?
* General Oral Exam… What should I do to prepare?
 |
| **Oct 15** | **DUE: Weekly Check-in – See Canvas for details** |
| **Oct 22** | **DUE: Weekly Check-in – See Canvas for details** |
| **Oct 29** | **DUE: Weekly Check-in – See Canvas for details** |
| **Nov 5** | **DUE: Weekly Check-in – See Canvas for details** |
| **Nov 10****FACE-to-FACE****8AM – 12PM**4009 Haley | FACE-TO-FACE SESSIONMeet face-to-face in 4009 Haley to present your practice General Oral Exam presentations. See details in Canvas.  |
| **Nov 19** | **DUE: Weekly Check-in – See Canvas for details** |
| **Nov 26** | **DUE: Meeting #2 with Chair - See Canvas for details** |
| **Dec 3** | **DUE: Weekly Check-in – See Canvas for details** |
| **Dec 10**  | **DUE: Draft Dissertation Proposal** (See grading guidelines under #9 Grading.) |

8. **Course Requirements/Assignments**

**Draft Dissertation Proposal**

This course has one primary product – Your draft 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 after this semester is over.

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, Literature Review, and Methods chapters in consultation with your Dissertation Chair, in preparation for 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, but your grade in this class is entirely unrelated to your Chair’s assessment of your readiness for your GOE. For example, you may earn an A in this class and yet not be ready for your oral exam.

**Accountability Partners**

You are to form pairs or trios with others in the class for the purpose of encouraging one another and during our first class meeting.

**Weekly Check-in**

You are required to post weekly updates in Canvas. We all write differently – some of us in small bursts each day and some of us in longer uninterrupted sessions each week. The important thing is that you are reading and writing EVERY WEEK. Your weekly updates will detail what you have done and how much time you have spent working on your dissertation. You should spend at least 10 hours a week and more is better.

Initially, your writing may be in the form of article summaries. This is pre-writing and probably will not end up in your dissertation word-for-word. However, it is critical to your process. This is not wasted time. Do it and report it!!!

**Practice General Oral Exam**

During our final face-to-face session, you will present your practice General Oral Exam presentation. The outline for this PowerPoint presentation is available on Canvas. You are expected to include your literature map and a strong summary of your literature review. Some slides – primarily your method slides – may be blank because you are not yet clear about the details. However, please do not delete slides from the presentation… the discussion following your presentation may help you fill in some of the gaps.

**Literature Map**

Early in the semester you will develop a literature map – a concept map of your literature review. This is a visual outline of your dissertation’s literature review. It is very helpful for organizing your thoughts and focusing your literature review.

**Meetings with your Chair/Adviser**

YOU MUST MAKE ARRANGEMENTS TO MEET WITH YOUR CHAIR AT LEAST TWICE THIS SEMESTER; Document the dates of the meetings and turn in brief notes on the content of the discussions in Canvas. Complete these meetings prior to the assignment due dates in Canvas.

**Plagiarism**

I will be spot-checking each person’s writing for text that is too close to the original sources. This means I will be copying and pasting random sections of your writing into Google Scholar to check for any plagiarism. If I find that your writing is too close to the source text (without being a direct quote with a citation), I will notify you, and will expect you to turn in a second version of that submission that is better paraphrased. If you have questions about plagiarism, now is the time to ask. Issues with plagiarism later in the dissertation process can result in you not earning a degree. The consequences are high.

9. **Grading**

|  |  |
| --- | --- |
| **Assignments** | **Points****Possible** |
| **Literature Map****Practice General Oral Exam** **Weekly Check-ins (3pts/week)****Final Product – Draft Dissertation Proposal** * 57-60 points: 35-45 page cohesive, well written literature review + early draft chapter 1 + early draft chapter 3
* 53-56 points: 30-35 page cohesive, well written literature review + outline chapter 1 + outline chapter 3
* 49-52 points: 25-30 page cohesive, well written literature review –OR- 50+ pages of pre-writing
* 45-48 points: 20-25 page cohesive, well written literature review –OR- 40+ pages of pre-writing
* 41-44 points: < 20 page cohesive, well written literature review –OR- 30+ pages of pre-writing
* 0-40 points: Less than 30 pages of pre-writing

*Page numbers do not include reference lists, but a complete reference list is expected to be submitted with your final document.*  | **5****5****30****60** |
| **TOTAL POINTS** | **100** |

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.*

*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** |  **Early**  | **Developing** |  **Near Final** |
| **Coverage** | A. Justified criteria for inclusion and exclusion from  | Did not discuss the criteriafor inclusion or exclusion | Discussed the literatureincluded and excluded | Justified inclusion andexclusion of literature |
| **Synthesis** | B. Placed the topic in the broader scholarly literatureC. Articulated important variables and phenomena relevant to the topicD. Distinguished what has been done in the field from what needs to be doneE. Synthesized and gained a new perspective on the literature | Topic not placed in the broader scholarly literature Key variables and phenomena not discussedDid not discuss what has and has not been doneAccepted literature at face value | Some discussion of the broader scholarly literature Reviewed relationships among key variablesDiscussed what has and has not been doneSome critique of the literature | Topic clearly situated in broader scholarly literature Noted ambiguities in literature and proposed new relationshipsCritically examined the state of the fieldOffered new perspective and/or insights |
| **Methodology** | F. Identified the mainmethodologies and research techniques that have been used in the field | Research methods notdiscussed | Research methodsmentioned briefly | Brief discussion of theresearch methods with some level of critique |
| **Significance** | G. Rationalized the practical significance of the research problemH. Rationalized the scholarlysignificance of the research problem | Practical significance of research not discussedScholarly 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 questionsJ. APA style | Poorly conceptualized, unorganized, haphazardAPA style not followed | Some coherent structureMinor 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  |  |  |
| 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) |  |  |
|  Literature review (35 pages of coherent organization or 50 pages of pre-writing) |  |  |
| Chapter 3 outline/draft complete |  |  |
| Chapter 1 outline/draft complete |  |  |