

## AUBURN UNIVERSITY SYLLABUS

**Course number:** EDLD 7970

**Course Title:** Publishing in Educational Leadership

**Credit Hours:** 3 Semester Hours

**Prerequisites:** Graduate Student Status

**Corequisites:** None

**Instructor:** Dr.Frances Kochan, Professor, EFLT

**Contact Information:** Office: 4084 Haley Center 334- 844- 3058(w) 334- 332- 8618 (c)

Email [kochafr@auburn.edu](mailto:kochafr@auburn.edu) Office hours Monday, 11-4, Wednesday, 10-4 and by appointment

**Class Location:** TBA

**Day and Time:** 5:00 P.M.-9:00 P.M.-January 18, Feb,1, March 1, April 12

9:00 A.M-5:00P.M.- January 19, February 2, March 2, April 13\*( times and days may change based upon class consensus.

**Texts:** Bolker, J. (1998) *Writing your dissertation in Fifteen Minutes a Day*. New York: Henry Hold and Company;

American Psychological Association/MLA Guidelines for Students(6<sup>th</sup> edition) Quick Study Academic (Quick Study.com) You can also get this through Amazon. It is a quick reference source for writing

Single-Boyle, P. (2010). *Demystifying Dissertation Writing* (2010). Sterling, VA: Stylus Pub.

### **Course Description:**

This course is designed for graduate students who are planning to complete a doctoral degree and are seeking to gain skills in research and academic writing and learning how to work in an academic team

### **Course Objectives: At the end of this course students will be able to:**

1. Develop strategies for completing a dissertation and other research/publishing activities
2. Develop work plans and time schedules for completion of work and maintain them
3. Create a mentoring support group
4. Review others academic work and provide feedback
5. Understand the feedback and editing process in academic publishing
6. Engage in reflective processes to enhance writing, reading, and working skills

### **Course Requirements/Evaluations:**

Sixty percent of the grade will be based upon individual effort and accomplishment. Forty percent of the grade will be based upon the accomplishment of the group. Each individual will develop and commit to an individual contract specifying the products to be produced. Additionally, each student will commit to spending a minimum of 80 hours a month (20 per week on writing and completing tasks related to academic work).

1. Each student will sign a commitment to spend a minimum of 80 hours per month (20 per week) (or a time agreed upon with the professor) completing the assignments and assisting one another with their work. **This will be submitted approximately every 2 weeks.**
2. Each student will sign a commitment to complete specific assignments related to their research and writing goals. Students will develop a timetable for completion. There will be at least **two** assignments completed each of the 4 months the class meets (January, February, March, April).
3. Each student will sign a commitment to their workgroup to provide mutual support in terms of reading one another's work and/or giving feedback on actions and processes. **Students must monitor this involvement and submit evidence of it at the end of the class.**
4. The class will meet a minimum of 2 times a month for a minimum of 10 hours. These meetings will be used to develop strategies for completion of tasks, provide support to one another, and complete assignments and tasks

as appropriate. These sessions may involve meeting independently with the professor, meeting in small groups, or meeting as a whole. Students will also meet independently with the professor as needed

#### **GRADING**

1. Evidence of engaging in the reading, writing, research process for a minimum of 80 hours per month (or agreed upon time). Student will develop a work plan determining working hours. **Student will complete the work plan hours, sign a statement verifying the time spent, and submit it to the work group and the professor on a bi-monthly basis. (20%)**
2. Student will complete work assignments on time as agreed through the assignment process. These assignments will be shared with the group and submitted to the professor on a **bimonthly basis. (50%)**
3. Students will present evidence of seeking and giving support to their workgroup. These may include emails, phone call logs, revisions of work or other appropriate artifacts. **Students will submit evidence of this involvement at the end of the last class. (20%)**
4. Students must be present and on time for all work sessions during the semester. They must actively engage in providing support to one another and in completing assigned tasks. They will be graded on the qualities of this participation as described below (10 %)

#### **Written assignments will be evaluated on the following criteria:**

- *Accuracy of information:* Fact-based statements are accurate and would be agreed upon by others who are familiar with the literature in the area.
- *Completeness of response to the assignment:* Paper responds to all parts of the agreed upon assignment
- *Organization and coherence:* Material is arranged in a logical manner and in a manner consistent with the norms of one's discipline
- *Appropriate grammar, punctuation, and spelling:* Standard English and spelling are consistently used Any errors are minor and few.
- *Use of disciplinary format and citation style:* Paper displays correct use of student's disciplinary format and citation style for papers submitted for presentation or publication

#### **Research assignments will be evaluated on the following criteria:**

- *Standard research processes are used-* Formal processes required are followed.
- *Process is timely-* The activities are developed and completed in a timely manner.
- *Professional engagement-* Problems are reported and dealt with in a professional and ethical manner

#### **Class participation will be evaluated according to the following guidelines:**

- **Outstanding Contributor:** Participant attends all class sessions and is consistently available to listen to and aid others. Contributions in class reflect exceptional preparation. Ideas offered are always substantive; provide one or more major insights as well as direction for the group. Challenges are well substantiated and persuasively presented. If this person were not a member of the class, the quality of discussion would be diminished markedly. The participant works cooperatively with his group members, supports their efforts, and keeps or exceeds his/her commitments, demonstrates leadership in the group process.
- **Good Contributor:** Participant attends all class sessions and is available to listen to and help others most of the time.. Contributions in class reflect thorough preparation. Ideas offered are usually substantive; provide good insights and sometimes direction for the class or individual. Challenges are well substantiated and often persuasive. If this person were not a member of the class, the quality of discussion would be diminished. The participant works cooperatively with his group members, supports their efforts, usually keeps commitments.
- **Adequate Contributor:** Class attendance and support to others in the group is inconsistent. Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive. If this person were not a member of the class, the quality of discussion would be diminished somewhat. The person cooperates with members, but does not always provide necessary support or keep commitments on a timely basis.
- **Non-Participant:** Class attendance and involvement with the group is almost non-existent. This person says little or nothing in class, not does he/she work with his/her partners.. Hence, there is not an adequate

basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed..

- **Unsatisfactory Contributor:** Class attendance and involvement with others is inconsistent and/or a hindrance to success. Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive; provide few if any insights and never a constructive direction for the class. Integrative comments and effective challenges are absent. If this person were not a member of the class, valuable air-time would be saved. The participant negatively impacts the progress of others.

The following grade scale will be used:

A = 100 – 90

B = 89 – 80

C = 79 – 70

D = 69 – 60

F = 59 or below

### **Class Policy Statements:**

A. Class attendance is required and students are encouraged to contribute to class discussion. Participation is the key to a lively class. In this particular class, it is also vital to the success of everyone in completing their academic writing. You will be expected to participate in class discussion, work with members of your team, and contribute to the success of all. In class, comments that are vague, repetitive, unrelated to the current topic, disrespectful of others, or without sufficient foundation will be evaluated negatively. What matters is the quality of one's contributions to the class discussion, not the number of times one speaks.

B. Students who need accommodations are asked 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 the meeting, please contact me by E-mail (kochafr@auburn.edu). Please bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo, but need accommodations, make an appointment with The Program for Students with Disabilities, 1244 Haley Center, 844-2096 (V/TT).

C. Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. When in doubt about plagiarism, paraphrasing, quoting or collaboration, consult the course instructor.

D. This class is a participatory community that values all comments and contributions and all class members are respected.

E. Emergency Procedures: If the fire alarm sounds, calmly exit the building. Meet outside the building at the area specific by the professor and await further instructions. If a tornado warning is issued, calmly move to a designated severe weather shelter (located on the lower levels of the building). Stay in the shelter area until the warning expires. Classes are suspended for the duration of a tornado warning. For all other emergencies, follow instructions provided by AU ALERT and your professor. More information on emergency procedures is available at [www.auburn.edu/emergency](http://www.auburn.edu/emergency).