

**AUBURN  
UNIVERSITY  
SYLLABUS**

**Course number:** EDLD 7970

**Course Title:** Seminar 3

**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 - Wed. 9-11, 2-5 and by appointment

**Class Location:** 1454 Haley

**Day and Time:** January 10, February 7 (5-9)

January 11, February 8, March 8, April 12 ( 9-5) **Dates subject to change based on group consensus**

**Texts**

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

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

**3. Roberts, C. M. (2010).** *The Dissertation Journey*. New York: Corwin Press.  
ISBN: 978-1-4129-7798-2

**4. Machi, L. A. & McEvoy, B. T.(2<sup>nd</sup> edition) 2012.** *The Literature Review*. New York: Corwin Press. ISBN: 978-1-4129-6135-6

**Optional material:**

**Houghton, P.M. and Houghton, T. J. (get most updated version)** *APA: The Easy Way (2<sup>nd</sup> edition)*. Flint, MI: Baker College a handy easy to use summary of APA- YOUR DECISION as to whether it is helpful or not.

**Smith, T. (2009) Apa/Mla Guidelines (Quickstudy: Academic)** Pamphlet Get the newest edition. This is just a handy pamphlet that has APA in easy to use form. It costs about \$5.00. It is up to you if you want to use this or not

**Course Description:**

This course is designed for graduate students who are planning to complete a doctoral degree and are seeking to gain research and writing skills to complete the task.

**Course Objectives: At the end of this course students will**

1. Have the knowledge of research tools, systems, and processes available to complete their dissertation
2. Develop work plans and time schedules for completion of dissertation work and maintain them
3. Develop strategies for completing a dissertation and other research/publishing activities
4. Create a mentoring support group
5. Review others academic work and provide feedback
6. Understand the feedback and editing process in academic publishing
7. Engage in reflective processes to enhance writing, reading, and working skills
8. Identify their dissertation topic and purposes
9. Have a completed literature review or the information needed to complete it.

**Course Requirements/Evaluations:**

Eighty percent of the grade will be based upon individual effort and accomplishment. Twenty percent of the grade will be based upon support of 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 60 hours a month (15 per week on writing and completing tasks related to the dissertation).

1. Each student will sign a commitment to spend a minimum of 60 hours per month (15 per week) completing the assignments and assisting one another with their work. They will develop and submit a tentative workplan and product or task outcome each month. They will submit a completed plan and product each month demonstrating the completion of their goals (20 points).
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 one assignment (product) completed for each of the 4 months the class meets (January, February, March, April). (40 points).
3. Each student will complete a major product by the end of the semester. These products may vary but the minimum product will be 10-15 annotated bibliographies (20 points).
4. Each will commit to supporting a partner and the workgroup. They will provide evidence of this support (10 points).
5. The class will meet a minimum each a month. 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. All students must be present at these meetings and be active participants in the process (10 points).

**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

**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 (5 points).

- ☐ **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 (4 points).
- ☐ **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 (3 points).
- ☐ **Inadequate Participant:** Class attendance and involvement with the group is almost non-existent. This person says little 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 (1 point).
- ☐ **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 (0 points).

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).