**AUBURN UNIVERSITY SYLLABUS**

**CTEE 8950**

1. **Course Number:** CTEE 8950

**Course Title:** Seminar in Area of Specialization

**Credit Hours:** 1-12 credit hours; maximum repeat of 12 hours

**Prerequisites:** None

**Co-requisites:** None

Dr. Deborah Morowski

5022 Haley Center

Office Hours: Tuesday 1-4

 Wednesday 9-10, 12-1

1. **Date Syllabus Prepared**: December 2014
2. **Texts or Major Resources:**

Resources will be determined by the professor in charge of the seminar and will reflect the nature of the seminar topic.

1. **Course Description:**

Selected concepts and theoretical formulations of common interest.

1. **Student Learning Outcomes:**

The goal of this course is to provide students the opportunity to:

* conceptualize a study based on related literature.
* prepare a plan for a research study.
* receive and provide feedback to and from others in related stages of writing a research study.
1. **Course Content Outline**

**Week 1** Plan for the Semester (Participants answer questions related to their research interest.)

**Week 2** Participants share information related to their research interest more formally. Discuss APA Style Manual (Progress reports on research studies)

**Week 3**  Discussion and research for articles related to preparing literature reviews and research questions

**Week 4** Draft of chapter 1, introduction, to chair; Meet with methodology committee member

**Week 5** Library Session (Students spend time on their own looking for references and other resources related to their study); Meet with chair to discuss chapter 1

**Week 6** Chapter 2, literature review due to chair ; Revisions on chapter 1 due to chair

**Week 7**  Meet with chair to discuss chapter 2

**Week 8** Chapter 3, methodology, due to chair and methodology committee member; Revisions on chapter 2 due to chair

**Week 9** Meet with chair and methodology committee member to discuss chapter 3

**Week 10** Chapter 3 revisions due to chair and methodology committee member

**Week 11** First three chapters sent to committee members

**Week 12** Work on Final Proposal

**Week 13** Defense of proposal.

**Week 14** Revisions of proposal due to chair

**Week 15 Final draft of proposal for the research study is due.**

1. **Assignments/Projects:**
2. Participation in Classes
	1. The students and the professors will meet on specified day for debriefings.
	2. Students will meet with one of the instructors for individual consulting at times to be determined.
	3. Attendance for scheduled meetings and evidence of appropriate progress according to scheduled due dates will be 20% of the final grade.

Written assignments will include Introduction to Study, Review of Literature, Research Question(s) and Methodology for study, and final research study proposal

1. Introduction

 1. Explain why the study is important

 2. Topics to be explored

 3. Overarching research topic and subtopics to be addressed

1. Literature Review
	1. Define the issue in the field of inquiry
	2. Summarize major studies related to the topic
	3. Synthesize the studies
	4. Include, in APA format, key references.
	5. Papers are assessed on quality of ideas, quality of writing, adherence to APA format, use of key sources, integration of ideas from other readings, class discussions, etc.
2. **Research Study Question(s) and Methodology**

 1. The proposed question for the study should be based on research in the field.

 2. Describe the question itself keeping in mind it should be researchable, relevant, clear, and

 evocative.

 3. The methodology should be appropriate to the research question and should identify the study

 population and its relevance to the research questions.

1. **Proposal Outline (**[**http://www.sts.vt.edu/ProposalGuide.htm**](http://www.sts.vt.edu/ProposalGuide.htm)**)**
	1. Concept and Definition of the Project-

Describe the specific program of study or research to be undertaken. Explain the basic ideas or questions to be explored. Illustrate the approach or line of thought to be taken insofar as it has been developed. Include a review of the relevant literature and, in addition, explain the relationship of the current project to the work of other scholars in the same general area.

* 1. Significance of the Study-

Indicate clearly the significance of the study and the contribution it will make to the field.

* 1. Methods-

Provide a general description of the proposed methodology including the analytic strategy or statistical techniques (if appropriate). Indicate the present state of the proposed study and identify any work thus far completed in the research. State where the study will be conducted. Comment on access to the archives, collections, or persons essential for carrying out the project. If appropriate, indicate competence in foreign language(s) needed for materials to be used in the study.

* 1. Plan of Work and Timetable-

Present a general outline of the dates and times to be spent on various aspects of the research project. While the timetable will be only an estimate, it will give the student and the committee a measure of the manageability of the project within the time period designated.

* 1. Bibliography-
1. **Rubric and Grading Scale:**

Grades will be based on level and quality of class and written work. Each written assignment will be reviewed and feedback given for revision where desired. **All assignments must be typewritten and double-spaced.**  **Use size 12-font.**  Points will be deducted from assignments for grammatical mistakes, typos, and spelling errors. The assignments will be graded on a point scale as follows:

Assignment Points

1. Participation in Instructor Meeting 100
2. Proposal Introduction 100
3. Literature Review 100
4. Research Question and Methodology 100
5. Draft of a Proposal of Research Study 100
6. Defense

**Total 500**

Rubric

Final course grades will be assigned based on the percentage of possible points earned by students.

A 90% or above

B 80 % - 89%

C 70% - 79%

D 0% - 69%

**9. Class Policy Statements:**

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

If an instructor chooses to require attendance, the attendance policy must be consistent with the university attendance policy outlined in the *Tiger Cub*. Instructors may not invoke grade penalties for appropriately documented excused absences.

Excused Absences: Students are granted excused absences from class for the following reasons: Illness of tstudent or serious illness of a member of the student’s immediate fauly, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student myst notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Student Policy eHandbook* for more information on excused absences (http://www.auburn.edu/student­info/student­policies/). **Each unexcused absence may result in the lowering of the final course grade by one letter grade**.

Make-Up Policy­: Arrangement to make up missed major examinations (e.g. hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week from the end of the period of the excused absences. Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, a make-up exam will take place within two weeks from the time that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins. The format of the make-up exam will be as specified by instructor.

Disability Accommodations: Students who need accommodations are asked to arrange

 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).

 Honesty Code: All portions of the Auburn University student academic honesty code (Title

 XII) found in the *Student Policy eHandbook* will apply to this class. All academic honesty

 violations or alleged violations of the SGA Code of Laws will be reported to the Office of the

 Provost, which will then refer the case to the Academic Honesty Committee.

 Plagiarism: All assignments are subject to plagiarism check. Any assignment determined to contain plagiarized

 material will receive a zero and the student may be subject to disciplinary action in accordance with the Auburn

 University policies as listed in the Student Academic Honesty Code in the Student e-Policy Handbook.

Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

 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

1. **Justification for Graduate Credit (for Graduate Credit Only)**

This course involves collaborative study of a topic or area not typically covered by formal coursework. As such, students are expected to perform in a more collegial role whereby their independent study and related experiences form a foundation for formulating, developing, evaluating, and analyzing the topic being studied.