CTEE 8950 COURSE SYLLABUS

1. Course Number:

Course Title: Seminar

Credit Hours: 3

Prerequisites: None

Corequisites: None

Office Hours: By appointment, Dr. Tripp – tripplo@auburn.edu

2. **Date Syllabus Prepared**: June 10, 2020

3. **Major Resources**:

TEXTS:

• American Psychological Association (APA) (2020). Publication manual of the American

Psychological Association (APA) - seventh edition Washington, DC: APA.

**RESOURCES:**

• Creswell, J. W. (2013). Research design: Qualitative, quantitative, and mixed methods approaches. Sage publications.

• Tashakkori, A., & Teddlie, C. (1998). Mixed methodology: Combining qualitative and quantitative approaches (Vol. 46). Sage.

4. **Course Description**: The review, analysis and interpretation of seminal and current research to support and position in writing chapters 1-3 of dissertation.

5. **Course Goals:**

This seminar is intended for the student to (1) identify educational research applicable to current proposed study, (2) analyze the research for historical underpinnings, nuances, and connections to current research interest,(3) apply new knowledge in writing to the first three chapters of the dissertation.

**Student Learning Outcomes**:

Students will plan, implement, manage, and evaluate a research project which will lead to dissertation.

Students will ...

• Review and analyze professional literature related to area of research.

• Develop an introduction, literature review and methodology section of dissertation

• Identify leading experts in the area of research and contact them for additional information.

• Plan and develop for submission an IRB by the end of the semester.

• Plan and submit a proposal for a local conference based on your area of research.

6. **Course Content Outline**:

First week of class (Schedule a face to face meeting to discuss these items)

• Develop a list of journals/ articles/ books and key terms DATA BASE

• List of References you plan to use for methodology

i) Identify intended methodology

ii) Theoretical framework

iii) Research Questions

• Develop a timeframe for reading, evaluating, and writing

• Add to the timeline submission dates (We will discuss at the meeting)

• Identify local conference for presentation submission

• Week 1 Submission of timeline and expectations

• Week 2 Begin working on identification of research article, research books to align with your intended methodology, identify and schedule a meeting with your methodologist.

• Week 3 Begin writing your first three chapters

• Week 4

• Week 5 Meet to discuss progress

• Week 6 submission of chapter one for first review

• Week 7 Meet to discuss chapter one feedback

• Week 8 submission of chapter one and two

• Week 9 Meet to discuss feedback

• Week 10 IRB review and preparation for submission (Fall Semester 2021)

• Week 11 Chapter three review

• Week 12 IRB submission (Fall Semester)

• Week 15 feedback on chapter three

• Assignments/Projects:

All project assignments must follow style conventions of the 7th edition of the APA Publication Manual that is required for this course. In particular, headings, citations, references, tables, and figures should comply. Must use AU dissertation template. Students should always have all formally written work peer reviewed for feedback before submission. The Miller Writing Center at Auburn University can assist in the writing and feedback process - See 9H below.

7. **Grading Scale:**

• Letter Grade

• A= 205 points

• 8=195

• C=185-0

8. **Class Policy Statements:**

Students must have the appropriate and working computer hardware, headset, software, and Internet connection for this course. This is the student's responsibility. Failure of students' equipment is NOT an excuse for late assignments.

D. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook

(www.auburn.edu/studentpolicies) will apply to university courses. 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. All work (except where group consultation is required in stated portions of chapter exercises) must be original work with proper citations and references. Plagiarism is against the AU Academic Honesty Policy. All submitted assignments are subject to a plagiarism check. Verification of completion of the AU Library Tutorial on Plagiarism is required before beginning this course: www.lib.auburn.edu/plagiarism/

E. Disability 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 (VITT)."

F. 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.

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:

o Engage in responsible and ethical professional practices

o Contribute to collaborative learning communities

o Demonstrate a commitment to diversity

o Model and nurture intellectual vitality

H. Writing Center: The **Miller Writing Center** provides free support on any writing you are doing while at Auburn, whether for a course or not. Trained consultants are available to work with you as you plan, draft, and revise your writing. For students in distance courses and students temporarily away from Auburn's campus, the Miller Writing Center offers synchronous online consultations.

Please check the Miller Writing Center website (www.auburn.edu/writingcenter) for instructions and information about scheduling on line appointments. If you have questions about the Miller Writing Center, please email writctr@auburn.edu or call 334-844-7475 M-F 7:45am-4:45pm.

Chapter 1 (35 points)

**Introduction**, including (1) problem/issue to address and its importance, (2) Purpose (3) statement of the problem, (4) Overview of issues, (5) the research question & subquestions

Chapter 2 (35 points) a complete review of literature including seminal research of relevant sources supporting and/or informing the study (with citations)

Chapter 3 (35 points)

**Intended Methodology**, including (1) opening description of study context and setting (e.g., nature of classroom and activities, diversity of student participants, description of activities/method to be implemented, other.), then (2) step-wise procedure in carrying it out - including data sources (included in Appendices) and then (3) how you intend to completed your data analysis, including calculations, tables, graphs, themes (coding).

References (35 points)

List ALL references in APA format

Appendix ( 15 points)

Include all intendent instruments (surveys, tests, worksheets, rubrics, check-sheets, etc.) or other related items from the study (activities, procedures) to which you MUST refer explicitly in your written text of methodology.