

EDLD 8950
Doctoral Seminar II

Summer 2010

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EFLT
College of Education

COLLEGE OF EDUCATION



Competent

equipped with the knowledge, skills
and technological expertise to help
all individuals learn and develop

Committed

dedicated to the ethical practices and collaboration
that serve as the foundation of a diverse
and intellectually vibrant society

Reflective

devoted to analyzing their own past practices
in ways that fuel ongoing learning
and improve future practices

A Keystone in Building a Better Future for All



AUBURN
UNIVERSITY

Auburn University is an equal opportunity educational institution/employer

EDLD 8950
Doctoral Seminar II
Auburn University - College of Education
Educational Foundations, Leadership, and Technology Department
Summer 2010

HINI CONTINGENCY PLAN: If normal class and/or lab activities are disrupted due to a high number of students experiencing illness or an emergency or crisis situation (such as a widespread H1N1 flu outbreak), 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 and will be posted on Blackboard.

Class Time: This class is designed to meet your individual needs related to developing your dissertation proposal. We will have a few full-class meetings. You will be responsible for scheduling and attending regular meetings with me and your dissertation chair.

Location: Meeting locations will include my office (4002 Haley Center), my home (213 Kimberly Drive, Auburn, AL), and TBD

Instructors:

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1. **Course Number:** EDLD 8950
Course Title: Doctoral Seminar II
Credit Hours: 3 semester hours
Prerequisites: Admission to AESG or ASCG Doctoral Program
2. **Syllabus Revised:** April 2010

3. **Texts:**

Roberts, C. M. (2004). *The Dissertation Journey*. New York: Corwin Press. ISBN: 0-7619-3887-7

Machi, L. A. & McEvoy, B. T. *The Literature Review*. New York: Corwin Press. ISBN: 978-1-4129-6135-6

Boote, D. N. & Beile, P. (2005). Scholars before researchers: On the centrality of the dissertation literature review in research preparation. *Educational Researcher*, 34, 3-15. (Available from the Auburn University Library)

Blackboard materials, handouts, class exercises, and other supplementary reading citations/materials provided via the class Blackboard site.

4. **Course Description:** Doctoral Seminar II is designed to facilitate and support your development and near completion of your dissertation research proposal.

5. **Course Objectives:** 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 rough draft of their dissertation research proposal including at least their literature review and detailed outline of their methods.

6. **Course Content and Schedule:**

Date	Time	Content and Assignments Due
May 22	8 – 4:00 Auburn City Schools Central Office	Digging into Dissertating (an all day seminar – see the day's plan later in the syllabus) In preparation, please review your two texts and the following Auburn University website (Guide to Preparation and Submission of Theses and Dissertations): http://www.grad.auburn.edu/etd_guide.html
May 23	1 – 5:00 Kensler Home 213 Kimberly Dr Auburn, AL	Please bring: • Completed Student Information Sheet (see end of syllabus) • Your calendar – we need to develop a schedule for additional meetings • Your laptop, if you wish. I have wireless. • Your texts • Notes and questions from yesterday's Digging into Dissertating session • A rough action plan for your semester's work (see format later in the syllabus) • Your specific ideas related to the support you believe you will need to complete your dissertation research proposal (literature review, method). Questions to consider: How often do you need to meet with me in person? Would you like email/skype check-ins? How often? How will you hold yourself accountable for short term goals? How might I help you? In this session, we will co-develop individualized plans for the semester that include your personal goals and benchmarks as well as a schedule for individual meetings and check-ins with me and your Dissertation Chair.
TBD	TBD	We will meet as a whole class an additional time during the semester – mid-semester – for you to present your progress to your peers. This will be a supportive experience! You will also develop a schedule of individual and/or small group meetings with Dr. Kensler or Dr. Reames. These meetings may be face-to-face, phone, and/or Skype.

Digging into Dissertating
Saturday, January 23, 2010
8:00 AM – 4:00 PM

The purpose of "Digging into Dissertating" is to provide an orientation/overview of the dissertation writing process at Auburn University for Educational Leadership students.

Session Time	Session Title	Presentor
8:00 - 8:30	Coffee and treats	XXXXXXXXXXXXXXXXXXXXXXXXXXXX
8:30 - 9:00	Check-in and overview	Lisa Kensler
9:00 - 10:00	Graduate School Process Overview	Maria Witte
10:00 - 10:15	Break	XXXXXXXXXXXXXXXXXXXXXXXXXXXX
10:15 - 11:15	Student-Advisor-Chair Relationship	Lisa Kensler
11:15 - 12:15	Organizing for the Lit Review	Jim Kaminsky
12:15 - 1:00	Lunch (everyone on their own)	XXXXXXXXXXXXXXXXXXXXXXXXXXXX
1:00 - 2:00	Standard Dissertation Format	Ellen Reames
2:00 - 2:15	Break	XXXXXXXXXXXXXXXXXXXXXXXXXXXX
2:15 - 3:00	Alternative Dissertation Format	Cindy Reed
3:00 - 3:45	Panel Discussion with recent graduates	Ellen Reames & Cindy Reed
3:45 – 4:00	Closing	Ellen Reames

8. Course Requirements/Assignments

This course has one primary product – Your dissertation research proposal including a near complete and final literature review and a detailed outline of your proposed method.

You will complete your Introduction and finalize your Method chapter in consultation with your dissertation Chair in preparation for your oral defense. You will schedule your oral defense with your Dissertation Chair and Committee. This course supports your preparation for the oral defense, but your grade in this class is entirely unrelated to your Chair's assessment of your readiness for your oral defense. For example, you may be able to earn an A in this class and yet not be ready for your oral defense OR, you may earn a C in this course and yet be prepared for your oral defense.

9. Grading

Assignment	Points Possible	Due Date
Dissertation Proposal including near complete literature review and detailed outline of methods Lit Review = 90 points (see rubric) Methods = 10 points	100	July 26
TOTAL POINTS	100	

Grading Scale:

A = 91-100

B = 80-90

C = 70-79

D = 69-60

F = Below 60 Points

In general, grades** will reflect the following:

- o A = Lit Review (lit review >50 pages well organized, APA, few errors) and detailed outline of Methods (>6 pages)
- o B = Lit Review only, no Methods (lit review >50 pages well organized, APA, few errors)
- o C = Developing Lit Review, may or may not have outline of Methods (lit review 30-50 pages, not yet well organized, not APA, and/or many errors)
- o F = Very little writing progress made during the course (<30 pages, poorly written/organized)

**Please see the literature review rubric at the end of this syllabus for more detailed literature review evaluation criteria.

10. Class Policy Statements:

A. 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 Tiger Cub (<http://www.auburn.edu/tigercub/handbook.html>) 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.

B. Students are responsible for initiating arrangements for missed work due to excused absences. If arrangements for makeup work are not made prior to the student's absence, then the student must contact the professor to make arrangements within a week from the student's absence. Neglecting to contact the professor within a week to makeup missed work may result in a zero for the missed work. See <http://education.auburn.edu/files/file1610.pdf> for additional guidelines for which you are responsible.

C. Make-up exams will be given only for University-approved excuses as outlined in the Tiger Cub. Arrangements with the professor must be made in advance. Unavoidable absences for class must be documented and cleared with the instructor in advance. You may call my cell phone at 484-554-2524 even minutes before class to report your unavoidable absence. See <http://education.auburn.edu/files/file1610.pdf> for additional guidelines for which you are responsible.

D. Late work: Work for this class should be turned in on time. Without prior permission from the instructor to turn an assignment in late and/or a university approved excuse, no credit will be given for late work. With permission to submit late work (granted on very rare occasions), up to five points per day late may be deducted from the total points for that assignment. Your final project/paper must be turned in on time, as I have a limited time period to complete grading and submit final grades. Submitting your final project/paper late without contacting me first is like not showing up for your final exam and may result in a zero for your final project/paper.

E. Accommodations: 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 alternative time can be arranged. To set up this meeting, please contact me by e-mail at lisakensler@auburn.edu. 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 at 1244 Haley Center, 844-2096 (V/TT).

F. Honesty Code: All portions of the Auburn University Honesty Code and the Tiger Cub 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.

Please see <http://www.auburn.edu/academic/provost/story.html?1149111436000133> and <http://www.auburn.edu/tigercub/handbook.html> 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

H. Course Professor and Dissertation Chair/Major Professor Relationship:

The course professor will co-develop with the student the structure and support for students to develop momentum behind their writing. Basic feedback regarding writing style and organization will come from the course professor and colleagues within the class. However, it will be each student's responsibility to stay in touch with their Chair/Major Professor regarding the finer details of their dissertation proposal content and especially their research questions and methodology.

Each student will be required to meet at least twice during the semester with their Chair.

MID-SEMESTER PRESENTATION

For **this TBD** meeting, please have the following Power Point ready to present to the class. The purpose of your presentation is to provide an overview of where you are so far in your research.

Here is an outline of the power point presentation you would likely give for your oral defense (plan for less than 20 minutes) - Use this as a guide in preparing your presentation for **TBD**:

- o Title (1 slide)
- o Problem statement/context (1 - 2 slides)
- o Purpose (1 slide - have it down to a clear purpose statement - see Ch 12 in *The Dissertation Journey*)
- o Conceptual framework (1 - 3 slides) - concept map would be lovely, but not required!
- o Research questions (1 - 2 slides; 3-5 questions)
- o Significance (1-2 slides)
- o Assumptions (1 slide)
- o Brief Overview of your literature review (seriously, very brief - it will be like you skim the surface of each section!) (5-6 slides or so, highlight primary literature --- you don't have time to tell us very much!)
- o Method (see Ch 13 in *The Dissertation Journey*)
 - Research design (1 slide)
 - Population/Sample (1 slide)
 - Sampling (1 slide)
 - Instrumentation (1 slide)
 - Data Collection (1 slide)
 - Data Analysis (1 slide)
 - Limitations (1 slide)

You all will be in different places in your progress - some of you will have a nearly complete presentation ready to go and some of you will still be working out some pieces of your presentation - THIS IS OK!!!! This is one of the external accountability measures - it should be a motivator for you to get as close as you can to having a clear presentation :) However, you also need to be calm about the fact that we are simply sharing our work in progress with our colleagues - This is not a test nor a measure of your capacity to complete a dissertation!

We will listen intently to each presentation, share some ideas and discuss the necessary next steps... hopefully, when you leave the session you will see that getting to the proposal stage is very doable!

LITERATURE REVIEW SCORING RUBRIC

Updated May 12, 2010

Category	Criterion	0 - 5	6 - 7	8 - 9
Coverage	A. Justified criteria for inclusion and exclusion from review	Did not discuss the criteria for inclusion or exclusion	Discussed the literature included and excluded	Justified inclusion and exclusion of literature
Synthesis	B. Placed the topic in the broader scholarly literature	Topic not placed in the broader scholarly literature	Some discussion of the broader scholarly literature	Topic clearly situated in broader scholarly literature
	C. Articulated important variables and phenomena relevant to the topic	Key variables and phenomena not discussed	Reviewed relationships among key variables	Noted ambiguities in literature and proposed new relationships
	D. Distinguished what has been done in the field from what needs to be done	Did not discuss what has and has not been done	Discussed what has and has not been done	Critically examined the state of the field
	E. Synthesized and gained a new perspective on the literature	Accepted literature at face value	Some critique of the literature	Offered new perspective and/or insights
Methodology	F. Identified the main methodologies and research techniques that have been used in the field	Research methods not discussed	Research methods mentioned briefly	Brief discussion of the research methods with some level of critique
Significance	G. Rationalized the practical significance of the research problem	Practical significance of research not discussed	Practical significance discussed in obtuse or cursory manner	Practical significance discussed in abstract and concrete manner
	H. Rationalized the scholarly significance of the research problem	Scholarly significance of research not discussed	Scholarly significance discussed in obtuse or cursory 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 questions	Poorly conceptualized, unorganized, haphazard	Some coherent structure	Well developed, coherent, organized; fully supports the research questions
	J. APA style	APA style not followed	Minor deviations from APA	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. *Educational Researcher*, 34, 3-15.

Action Plan Suggestions – Please note that each of you is entering the class at a different place in your individual progress. This example is just that, an example. Please develop your own action plan that will specifically meet your needs.

Action Step	MAY		JUNE				JULY				AUG	
Identify topic and general research questions that will guide your lit review –	X											
MEET WITH YOUR CHAIR TO CONFIRM TOPIC/RELATIONSHIP and SHARE YOUR ACTION PLAN		X										
Systematically collect literature; identify important previously published reviews; sort literature by empirical/theoretical and then by variable/construct of interest; aim for 10-15 strong, empirical pieces directly related to your core interest. Certainly, you will have many more references beyond these core!	X	X	X	X	X	X						
READ, READ, READ and write annotated bibs for at least your core empirical pieces	X	X	X	X								
Clarify the purpose of your research. Begin to think about and write your core research questions – Based on the research you have read, what is the next most important research to do?			X	X	X							
Organize your thoughts – develop an outline for your literature review ~ approx. 3 pages				X	X							
MEET WITH YOUR CHAIR TO REVIEW YOUR LIT REVIEW OUTLINE, RESEARCH QUESTIONS and TO BEGIN CONVERSATION ABOUT METHODS						X						
Write your literature review						X	X	X	X	X	X	
Outline your methods											X	X

STUDENT INFORMATION SHEET (Please print, complete what you can and bring to our class meeting on Jan 24)**NAME:** _____ **BEST PHONE #:** _____**Dissertation Chair:** _____**Topic:** _____

You may add to the list of goals/benchmarks. Upon completion of your action plan, please submit a final student information sheet. It is your responsibility to regularly report your progress to me – at least once/two week period.

GOAL/BENCHMARK	DATE completed	Notes
Topic, purpose and guiding research questions clearly developing		
Action plan completed and approved		
First required meeting with Dissertation Chair; shared action plan		
Annotated Bibs complete for 10-15+ core empirical pieces		
Research purpose and core research questions clear and based on reviewed literature		
Approximately 3 page outline of literature review complete		
Second required meeting with Dissertation Chair; shared lit review outline and discussed methods		
Check-ins with course professor 1 4 2 5 3 6		
Lit review and outline of methods complete		