ADED 7950

Seminar

Summer 2011

Educational Foundations, Leadership and Technology
College of Education

Dr. James E. Witte
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COLLEGE OF EDUCATION

CONCEPTUAL FRAMEWORK

Faculty, staff and students
strive to prepare and be professionals who are:

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

Class Time: Thursday 5:00 – 8:45pm
Location: Duncan 112
Professors: Dr. James E. Witte
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1. **Course Number**: ADED 7950
   Course Title: Dissertation Seminar in Adult Education
   Credit Hours: 3 semester hours
   Prerequisites: Departmental approval

2. **Date Syllabus Prepared:** May 2011

3. **Texts - Optional**:

American Psychological Association. (2001). *Publication manual* (5th ed.). Washington, DC: Author.

Glatthorn, A. A., & Joyner, R. L. (2005). *Writing the winning dissertation: A step-by -step guide (*2nd ed.). Thousand Oaks, CA: Corwin Press. ISBN: 076193961X

Machi, L. A., & McEvoy, B. T. (2008). *The literature review.* New York: Corwin Press. ISBN: 978-1-4129-6135-6

Merriam, S. B., & Simpson, E. L. (2000). *A guide to research for educators and trainers of adults.* Malabar, FL: Kreiger.

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

4. **Course Description:** Seminar will provide advanced students with in-depth exposure to the steps and process of developing and writing a dissertation. It will also provide an opportunity to critically evaluate dissertations and research presentations.

5. **Course Objectives:** Upon completion of this course, students will be able to:
   A. Describe dissertation chapters in detail and with precision.
   B. Identify the procedure for protection of human subject and consent elements as required by the Auburn University Institution Review Board.

    C. Check journal guidelines and sample dissertation chapter content using the *Publication Manual of the American Psychological Association*, Fifth Edition style.
    D. Prepare and evaluate proposed dissertation title, introduction, problem statement, conceptual/theoretical framework, research questions, need for study, limitations, assumptions, definitions, organization of study.

6.   Course Dates & Content:

May 19, 2011 – Overview of Syllabus and Course Expectations

May 26, 2011 – Dissertation Dissections

June 2, 2011 – Chapter 1: Introduction
           Selection of a Topic / Guidelines
           Research Problem Statements

June 9, 2011 – Library Visit w/Mr. Todd Shipman –Mell Street Lobby, 5:00 p.m.

June 16, 2011 – Graduate School Guidelines and Deadlines
           Research Problem Statements (continued)

June 23, 2011 – Chapter II: Review of Literature
           DEADLINE: Chapter I: Introduction Due

June 30, 2011 - Research and Study – Work on CITI Requirement

July 7, 2011 – The IRB Process w/Ms. Niki Johnson, Director, Research Compliance and
           Susan Anderson, Office of Research Compliance
           DEADLINE: Chapter II: Review of Literature Outline Due

July 14, 2011 – Chapter III: Methods

July 21, 2011 – Chapter IV-V: Finding and Conclusions/Recommendations
           Departmental Style of Writing / APA Fifth Edition

July 28, 2011 – DEADLINE: Mini-Proposal Due and CITI Training Completed
           Overview & Evaluation

7.   Course Requirements/Evaluation:
    A. Mini-Proposal containing: title page, table of contents, introduction (problem statement, purpose of the study, research questions), review of literature outline, proposed methods, & references.
    B. Complete the Institutional Review Board (IRB) Collaborative Institutional Training Initiative (CITI) training.

    The final grade for the course will be based on the following:
    A. Mini proposal according to departmental guidelines & APA   70 points
    B. CITI – Collaborative Institutional Training Initiative IRB Tng   <u>30</u> points
                                         100 points

The following grading scale will be used:

> 90 – 100 points = A
> 80- 89 points = B
> 70- 79 points = C
> 60 – 69 points = D
> Below 60 points = F

A grade of Satisfactory (S) or Unsatisfactory (U) will be awarded. A grade of 80-100 will be deemed a Satisfactory grade.

8. **Class Policy Statements:**

A. Students are expected to participate in all class discussions and participate in all exercises. It is the student's responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work.

B. Attendance is required at each class meeting. Other unavoidable absence from campus must be documented and cleared with the instructor in advance. There will be non unannounced quizzes.

C. 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 via email or office telephone. 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, please make an appointment with the Program for Students with Disabilities at 1244 Haley Center, (334) 844-2096 (V/TT).

D. The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to cheating will apply to this class.

E. 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