**RSED 7440/7466**

**Professional Seminar: Rhythms of Academic Life**

**Research and Writing**

**Auburn University**

**Summer Semester 2015**

**Instructor:** Dr. E. Davis Martin, Jr.

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 *and Head*

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**I Course Purpose and Objectives**

This doctoral level seminar has been designed to provide an objective and analytical perspective of the faculty role or as a senior level administrator relative to research and professional writing. Individual qualities required for success as a faculty member in institutions of higher education or in contemporary special education or rehabilitation organizations will be explored, examined and analyzed through lectures and presentations by faculty members in the Department of Special Education, Rehabilitation and Counseling, assigned readings, and various writing assignments.

A particular emphasis of the course will be presentations by faculty members regarding career path, selection of a line of research inquiry, research and publication as well as locating and securing funding for research.

**Instructional Objectives**

* To gain an understanding and appreciation for the faculty role and attendant responsibilities.
* To gain an understanding of the attributes and dynamics of the faculty role through assigned readings, shared experiences, and group discussion.
* To gain an understanding of professional writing through various assignments.
* To gain an understanding and usage of APA style.

**II Required Textbooks**

American Psychological Association(2010). *Mastering APA style: Student’s*

*workbook and training guide* (Sixth Edition). Washington, DC: American Psychological Association.

American Psychological Association(2010*). Publication manual of the American*

*Psychological Association* (Sixth Edition). Washington, DC: American Psychological Association.

Frost, P. J., & Taylor, M. S. (1996). *Rhythms of academic life: Personal*

*accounts of careers in academia.* Thousand Oaks: Sage Publications.

**Suggested Readings**

Kendall-Tackett, K. A. (2007). *How to write for a general audience: A guide for*

*academics who want to share their knowledge with the world and have fun doing it.* Washington, DC: American Psychological Association.

 Silvia, P. J. (2007). *How to write a lot: A practical guide to productive academic*

*writing.* Washington, DC: American Psychological Association.

**III Instructional Methodology**

Instructional methodologies employed in this course will be lecture, discussion, career and research presentations, and writing critiques.

Each student should select a person(s) in your particular area of professional interest to serve as a *mentor*. Typically this will be your major professor but may be another faculty member within the department. This relationship or relationships to be developed should become a permanent feature of your strategic plan to achieve your specific professional goals.

**IV Course Requirements**

 A. Attendance

Attendance at each class is required. If an absence is anticipated, please notify the instructor of such and make arrangements to cover the material or guest lecture for that particular class. Tardiness, upon election of the instructors, may count as an absence.

B. Participation

Doctoral students are expected to assume active participation/leadership in the conduct of this course. Specific assignments will be made for each faculty presentation. For example, designated students will be responsible for leading the discussion, facilitation of group process, and assisting the group in coming to conclusions and/or recommendations. In addition, the assigned doctoral student will summarize the presentation, noting salient points.

**V Course Evaluation**

1. Course Products
* Demonstrated participation and leadership in all writing assignments.
* Passion paper: This paper is a reflective analysis of experiences that have led you to this point in your career. This paper should recount the exemplars or specific experiences within your life that have affirmed you are in or going into the profession of your choice. The Passion Paper must be at least ten pages in length, with citations from the course text, other readings in addition to the inclusion of exemplars noting the significance of decisions made by you for your career path.
* Demonstrated gains in professional writing and usage of APA style.

 B. Grading Scale

 This is a Satisfactory/Unsatisfactory graded course. If course requirements are incomplete or have not been achieved to the instructors

 satisfaction, a grade of Unsatisfactory will be entered.

**VI Programmatic Accommodations**

Students who need accommodations are asked to arrange a meeting (on-site or via telephone for those who reside more than 50 miles from campus) with the course instructor during the first week (or prior) of classes, or as soon as possible if accommodations are needed immediately. To arrange this meeting, please contact Dr. Martin by E-mail. 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 Office of Accessibility, 1244 Haley Center, (334) 844-2096 (V/TT).

**VII Academic Honesty**

It is each student’s responsibility to become familiar with the provisions contained in Auburn University’s policy regarding academic integrity or honesty.

**VIII Course Schedule**

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| **Class** | **Topics** | **Assignments** |
| **May 19** |  Course Overview |  |
| **May 26** | Faculty Research Presentation Dr. Davis Martin |  |
| **June 2** | Faculty Research PresentationDr. Curtis | Part One-Academic Rhythms (pp. 1-53) |
| **June 9** | Faculty Research PresentationDr. Myer |  |
| **June 16** | Faculty Research PresentationDr. Darch | Part Two-Academic Rhythms (pp. 53-94) |
| **June 23** | Faculty Research Presentation Dr. Kraska |  |
| **June 30** | Holiday (July 4) |  |
| **July 7** | Faculty Research Presentation Mr. Sisson | Part Two-Academic Rhythms (pp. 95-142) |
| **July 14** | Faculty Research PresentationDr. Derzis | Part Two-Academic Rhythms (pp. 143-180) |
| **July 21** |  Passion Paper Presentation and Discussion | Part Two-Academic Rhythms (pp. 201-206) |
| **July 28** | Summary and Conclusions | Part Two-Academic Rhythms (pp.181-200) |
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