

EDLD 8950

Doctoral Seminar II

Summer 2016

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By Appointment

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



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<p style="text-align: center;">EDLD 8950 Doctoral Seminar II Auburn University - College of Education Educational Foundations, Leadership, and Technology Department Fall 2015</p>

Class Format: This class is designed in seminar format to meet your individual needs related to developing your dissertation literature review/proposal. You will have assignments due weekly to enable you to make regular progress towards completing your dissertation proposal (Chapters 1, 2, 3). There will be some required attendance sessions face to face, some optional sessions, and many weeks where you are working independently. One on one and small group sessions will be offered as needed. You are required to meet with your dissertation chair twice during the semester, and document the dates/summaries of the meetings. You must be very self-directed in order to be successful in the dissertation writing process, and Doctoral Seminar II is designed to guide and support you in the beginning stages of the dissertation.

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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:** May 2016

3. Texts: 2 Required:

Roberts, C. M. (2010). *The Dissertation Journey*. New York: Corwin Press.
ISBN: 978-1-4129-7798-2

Machi, L. A. & McEvoy, B. T. (2009). *The Literature Review*. New York: Corwin Press.
ISBN: 978-1-4129-6135-6

YOU MUST ALSO HAVE THE 6TH EDITION OF THE APA STYLE MANUAL.

Optional text:

Neck, C. P., & Manz, C. C.. (Fifth Edition, 2010). *Mastering Self-Leadership: Empowering Yourself for Personal Excellence*. Prentice-Hall. ISBN: 13: 978-0-13-606645-3.

4. **Course Description:** Doctoral Seminar II is designed to facilitate and support your development and near completion of your dissertation research proposal, including Chapters 1, 2, and 3. You will be required to have an outline/ rough draft of chapter 1, a nearly complete chapter 2, and an outline/rough draft of chapter 3 at the conclusion of the course.

5. **Course Objectives:**

Participation in this course assumes that the student has chosen a dissertation chair, has selected a dissertation topic, has met with the dissertation chair to discuss the dissertation topic, and has drafted a statement of the problem and central research question, at minimum.

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 draft of their dissertation research proposal including strong drafts of the introduction (Chapter 1), a near-complete literature review (Chapter 2), and detailed outline/ rough draft of their methods section (Chapter 3).

6. **Course Content and Schedule:**

Note: Class will meet from 5:00-8:50 in 4009 Haley, unless otherwise noted.

Date	Content and Assignments Due
May 23 Haley 4009	In preparation for class, please: <ul style="list-style-type: none"> ➤ Peruse your texts ➤ Read chapters 1 and 9 of the Roberts text We will: <ul style="list-style-type: none"> ➤ Review the syllabus and course requirements ➤ What is a dissertation anyway? ➤ How to use library resources and Google Scholar (Roberts text chapter 9) <ul style="list-style-type: none"> ○ Bulls-eye articles ➤ Literature Reviews/Literature Maps ➤ Note taking guidance Please bring to our face-to-face sessions: <ul style="list-style-type: none"> <input type="checkbox"/> Your calendar – You will develop a schedule for additional meetings with your support group <input type="checkbox"/> Your laptop <input type="checkbox"/> Your texts
May 30	Memorial Day. Enjoy your day! <i>And keep working this week! Collect, read, and take notes!</i>

<p>June 6</p> <p>Haley 4009</p>	<p>In preparation for class, please:</p> <ul style="list-style-type: none"> • Read chapters 2 and 3 of Roberts text <p>We will discuss:</p> <ul style="list-style-type: none"> ✓ What ethical considerations do I need to keep in mind? ✓ How do I Take Notes So I Don't Plagiarize? ✓ Literature Map (Bring your evolving-draft Literature Map!) <p>Please bring:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 2-3 'bullseye' articles (articles directly related to your dissertation) <input type="checkbox"/> Your laptop <p><i>And keep working this week! Collect, read, and take notes!</i></p>
<p>June 13</p> <p>Haley 4009</p>	<p>In preparation for class, please:</p> <ul style="list-style-type: none"> • Read chapters 5-7 and 11 of Roberts text • DUE – Upload final Literature Map to Canvas <p>We will discuss:</p> <p>Strategies for success –committee selection, support group, and organization</p> <p>How do I write...</p> <ul style="list-style-type: none"> ✓ Purpose Statements? ✓ Central Research Questions and Sub-Questions? ✓ General Oral Exam... What should I do to prepare? <p><i>And keep working this week! Collect, read, and take notes!</i></p>
<p>June 20</p> <p>No formal class meeting</p>	<p>Present your personal work plan to your accountability group, showing your writing times in past week.</p> <p>Upload 5 pages of typed writing in Chapter 2 – 1" margins, double spaced, Times New Roman 12 font</p> <p>Set up meeting with Dr. Kensler, if needed.</p>
<p>June 27</p> <p>No formal class meeting</p>	<p>Present your personal work plan to your accountability group, showing your writing times in past week.</p> <p>Upload 5 pages of typed writing in Chapter 2 – 1" margins, double spaced, Times New Roman 12 font</p> <p>Set up meeting with Dr. Kensler, if needed.</p>
<p>July 4</p> <p>No formal class meeting</p>	<p>Present your personal work plan to your accountability group, showing your writing times in past week.</p> <p>Upload 5 pages of typed writing in Chapter 2 – 1" margins, double spaced, Times New Roman 12 font</p> <p>Set up meeting with Dr. Kensler, if needed.</p>

July 11 No formal class meeting	Present your personal work plan to your accountability group, showing your writing times in past week. Upload 5 pages of typed writing in Chapter 2 – 1” margins, double spaced, Times New Roman 12 font Set up meeting with Dr. Kensler, if needed.
July 18 FACE to FACE In 4009 Haley	Present your personal work plan to your accountability group, showing your writing times in past week. Upload 5 pages of typed writing in Chapter 2 – 1” margins, double spaced, Times New Roman 12 font Please Note: Dr. Maria Witte will come to present the important information about timelines and Graduate School Requirements to you. You don’t want to miss this session! <ul style="list-style-type: none"> Review the following Auburn University websites - <ul style="list-style-type: none"> ✓ Guide to Preparation and Submission of Theses and Dissertations: http://www.grad.auburn.edu/etd_guide.html The Doctoral Studies Checklist: http://grad.auburn.edu/cs/doccklst.html
July 25 No formal class meeting	Present your personal work plan to your accountability group, showing your writing times in past week. Upload 5 pages of typed writing in Chapter 2 – 1” margins, double spaced, Times New Roman 12 font Set up meeting with Dr. Kensler, if needed.
Aug 1	Upload your final document/product for this semester. See grading guidelines under #9 Grading.

***5 pages of writing are required EVERY WEEK from June 20 – August 1.** Two points are assigned for each page of writing. **This does not** include references, although you are expected to keep a running reference list. If you fall short of 5 pages in any week, you can make them up in any subsequent week by writing more than 5 pages. HOWEVER, some written production must be turned in EVERY week to earn points that week.

YOU MUST MAKE ARRANGEMENTS TO MEET WITH YOUR CHAIR AT LEAST TWICE THIS SEMESTER; Document the dates of the meetings and turn in notes on the content of the discussions. Upload these notes in Discussion Board in Canvas.

Accountability Partners

You are to form pairs or trios with others in the class for the purpose of encouraging one another and holding each other accountable for self-leadership and writing production.

8. Course Requirements/Assignments

This course has one primary product – Your dissertation research proposal including a structured outline/ draft of Chapter 1, nearly complete literature review Chapter 2, and a detailed outline/ draft of Chapter 3. The grade breakdown is described under #9, Grading. If you complete this work, then you should be able to work with your Dissertation Chair to hold your general oral exam fairly soon.

Your three chapters will not be considered “complete” until your Dissertation Chair is satisfied with the content and writing. After the course is over, you can expect to polish your Introduction, Literature Review, and Methods chapters in consultation with your Dissertation Chair, in preparation for your General Oral Exam (GOE). You should stay in close communication with your Chair. Your Chair will schedule your GOE with you and your committee when your Chair thinks you are ready. This course *supports your preparation* for the oral exam, but your grade in this class is entirely unrelated to your Chair’s assessment of your readiness for your oral exam. For example, you may earn an A in this class and yet not be ready for your oral exam.

****I will be spot-checking each person’s writing for text that is too close to the original sources. This means I will be copying and pasting random sections of your writing into Google Scholar to check for any plagiarism. If I find that your writing is too close to the source text (without being a direct quote with a citation), I will notify you, and will expect you to turn in a second version of that submission that is better paraphrased.****

Dr. Kensler’s Role: I am here to provide you with the tools and information you need to achieve the creation of your dissertation proposal (Chapters 1, 2, and 3). I will review your written work each time you submit it, and will provide **general** feedback. It is not my role to do detailed editing of your writing, but I will point out common errors and make suggestions about overall organization. I will meet you in person to discuss feedback in more depth. Just ask to set up an appointment or stay after a face-to-face session. Always bring your Literature Map. I will tailor instruction to your specific needs if you let me know where you need coaching. I will ask you questions to keep you thinking and clarifying what you want to convey, and I will let you know if your writing is clear and understandable. I will help you with structure and organization of your proposal and give you feedback on the quality and style of your writing. I know that YOU want to make significant progress this semester, so I will help you reach your goal by serving as a combination cheerleader and taskmaster!

What is not Dr. Kensler’s Role: Unless I am your dissertation chair, I will not be the one to give you definitive advice or direction on your research questions, methodology, theoretical/conceptual framework, or timetable for your general oral exam. That is the role of your chair, and you need to keep in close contact with her/him all semester, having at least 2 meetings to share your progress and to get specific direction for proceeding. I will not be editing your paper in detail for writing, grammatical or APA errors, but I will make general edits and comments on those things. That is also your chair’s role (or an outside editor’s). If I ever offer any advice or suggestion that is contradictory to your chair, you must always defer to your chair.

9. **Grading**

Assignments	Points Possible
Literature Map	10
Weekly Writing: 5 pages of new writing, submitted for 6 subsequent weeks @ 1 point per page	30
Final Product <ul style="list-style-type: none">○ 60 points: 35-45 page cohesive, well written literature review + draft chapter 1 + draft chapter 3○ 54-59 points: 30-35 page cohesive, well written literature review + draft chapter 1○ 48-53 points: 25-30 page cohesive, well written literature review○ 42-47 points: 20-25 page cohesive, well written literature review○ 36-41 points: < 20 page cohesive, well written literature review○ 30- points: poorly organized, poorly written material	60
TOTAL POINTS	100

Page numbers do not include reference lists, but a complete reference list is expected to be submitted with your final document.

Grading Scale:

A = 94-100

B = 87-93

C = 81-86

D = 75-80

F = Below 80 points

****Please see the literature review rubric at the end of this syllabus for more detailed literature review evaluation criteria. Use this rubric as a guide, not an absolute rule. Your chair will work with you to define your specific 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 [Student Policy eHandbook](#)

(www.auburn.edu/studentpolicies).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. The tools and support for completing your dissertation proposal are made available to you in a structured way. You are also asked to form Accountability/Support groups of 2 – 3 classmates. Meeting with your Chair regularly and meeting with your support group regularly are keys to your success in this seminar. Dr. Kensler will have planned class topics early in the semester, as well as letting you direct the meetings with your questions or concerns. You will be given considerable class time for completing your writing.
- C. Your grade will be based on your production of written pages and their quality according to the Assignment chart above. You will need to plan to use your weekly time in an efficient and productive way. Dr. Kensler is available for individualized coaching, as needed. Just ask!
- D. Late work: You will be assigned points for your submissions after each due date. If you turn your required writing in after the date it is due, but before the next week's due date, there is no point penalty, but feedback may be minimal. You will earn zero points for pages submitted after the next week's due date. Therefore, if you miss a week, don't try to catch up by going back to previous assignments. Simply work from that point forward.
- E. 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 (V/TT
- F. Honesty Code: All portions of the Auburn University Honesty Code and the Student Policy eHandbook (www.auburn.edu/studentpolicies) 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.*
Dr. Kensler will be spot-checking your submissions periodically and using anti-plagiarism technology methods to insure that plagiarism is not occurring. There will be explicit instruction in class about what constitutes plagiarism and how to avoid it.

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, unless you have cleared this with the professor.

Please see Student Policy eHandbook (www.auburn.edu/studentpolicies) 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

LITERATURE REVIEW SCORING RUBRIC

Category	Criterion	Early	Developing	Near Final
Coverage	A. Justified criteria for inclusion and exclusion from	Did not discuss the criteria for inclusion or exclusion	Discussed the literature included and excluded	Justified inclusion and exclusion of literature
	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
Synthesis	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	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 APA style followed
	J. APA style	APA style not followed	Minor deviations from APA	

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.

For your own use:

GOAL/BENCHMARK	Date completed	Notes
Topic and purpose developing		
Topic and purposed identified		
Research questions identified		
Work plan completed and approved for fall		
First required meeting with dissertation chair.		
Review of other dissertations completed (discourse analysis)		
Identify, download, prepare, organize at least 5 articles/ dissertations to cite per lit. review heading		
Create an organizational method for dealing with cited sources		
Literature/Conceptual Map framed up		
Meetings with Support Group –list dates		
Second required meeting with Dissertation Chair		
Check-ins with course professor (list dates of conference w Dr. Kensler, as needed)		
35 page Lit review and 2 -3 page outline of methods complete		
Chapter 1 rough draft 2 – 3 pages complete		