



AUBURN UNIVERSITY SYLLABUS

1. **Course Number:** HIED 8950
Instructor: Dr. David DiRamio
Course Title: Dissertation Seminar in Higher Education
Credit Hours: 3 semester hours
Class Meetings: Thursdays, 5:00 - 8:45 pm, Haley Center Room 2461 or 1454
HIED students 4pm in Haley 2468 or 1456 for group meeting
Canvas site: <https://auburn.instructure.com/login>
Office: Haley Center 4096, phone (334) 844-3065
Office Hours: Wednesdays 1:30 to 3:45 or other days/times by appointment
E-mail: diramio@auburn.edu
Prerequisites: Dissertation topic and advisor permission
Corequisite: ADED Dissertation Seminar
2. **Date Syllabus Prepared:** May 21, 2015 (updated)
3. **Suggested Texts:** Joyner, R. L., Rouse, W., & Glatthorn, A. A. (2012). *Writing the winning dissertation: A step-by-step guide* (3rd ed.). Thousand Oaks, CA: Corwin Press. ISBN: 978-1452258782
4. **Course Description:** In addition to drafting a dissertation proposal, this course is dedicated to the craft of writing. While focusing on improving writing, students will become acquainted with the process of conceptualizing, proposing, and conducting a dissertation.
5. **Course Objectives:** Upon completion of this course, students will have:
 - I. Continued building research support networks among cohort and faculty;
 - II. Practiced and sharpened writing skills in anticipation of proposal;
 - III. Refined the dissertation topic;
 - IV. Identified resources for conducting dissertation;
 - V. Reviewed key dates and administrative processes for doctoral program; and
 - VI. Established areas of interest for ongoing doctoral journey.

6. Course Content:

I. Writing

- A. Introduction and basics
- B. Enticing the reader
- C. Developing and using transitions
- D. Synthesis
- E. Brevity
- F. Basics
- G. “Top 20 errors by doc students”
- H. Practice

II. Conceptualizing, Proposing, and Conducting a Dissertation

- A. Groundwork: Strategy
- B. Topic: Something worth studying?
- C. Research problem
- D. Capturing the literature: “Nomological net”
- E. Methodology and design
- F. Technology
- G. Stats and results
- H. Chapter Five
- I. References

III. "Pulling it all together" (Writing and the Dissertation)

- A. Your committee
- B. Proposal defense
- C. The “Crate”
- D. Proselytizer vs. Researcher
- E. Human subject and the IRB
- F. A learning process throughout
- G. Key dates and timeline for doctoral studies
- H. Technology helps
- I. Defense

7. Course Requirements:

- I. **Regular attendance and class participation** are essential for successful completion of the course. Active and mature participation includes asking questions, sharing experiences, and contributing to the class community. You are part of a classroom community and the total learning environment depends upon the contributions of each individual. Absence must be handled like it would be in a professional position on campus: Communicated and planned for in advance. Since our class meets only once weekly, excessive absences (more than one, during short summer semester) may result in a lower grade for the course. Extenuating circumstances will be considered on an individual basis, especially if negotiated ahead of time.

A successful HIED 8950 student demonstrates initiative in the area of participation. You are responsible for adding to the knowledge base during class by discussing input prepared and gained from your readings and coursework. The quality (not the quantity) of participation is important. Students who come to class unprepared to discuss course material will be downgraded accordingly. All student voices are important, so please do not monopolize classroom discussion.

Weekly: Post a short commentary in Canvas about the assigned reading. Assigned readings are posted weekly by the instructor. Instructor may use your posting for discussion in class. You may also be directed by the instructor to react to another student's posting.

Weekly: Bring to class information about a scholarly article or other "worthy" (non-peer reviewed) item related to your research topic. Be prepared to share the article with the class using structured inquiry, professional dialogue, and reflective thinking. Add the article reference and abstract to a document, week by week, in order to build an annotated bibliography (used to support your research topic and proposal).

II. Dissertation Proposal.

Prepare a dissertation outline, a.k.a. the "proposal" including Chapters One (full text), Chapter Two (outline), and Chapter Three (outline), in accordance with information supplied in class meetings. This will include, but not limited to a research problem(s) to be addressed, preliminary literature review, identified conceptual framework(s) for studying your topic, proposed methodology and limitations.

Proposal shall be prepared according to the *APA Style Manual* (6th ed.)

8. Grading and Evaluation Procedures:

The final grade for the course will be based on the following:

Participation in Discussion/Class Meetings	
One-page reflections	
CITI / IRB Training	
Annotated bibliography.....	400 pts.
Dissertation proposal	<u>600 pts.</u>
Total.....	1000 points

The following grading scale will be used:

900 - 1000	= A
800 - 899	= B
700 - 799	= C
600 - 699	= D
Below 600	= F

9. Class Policy Statements:

- A. Students are expected to attend all class meetings and participate in all classroom exercises (Tiger Cub, p. 73). Should students need to be absent for any reasons, please contact the course instructor before missing that class meeting.
- B. Students are responsible for initiating arrangements for missed work due to excused absences (Tiger Cub, p. 74)
- C. Students who need special accommodations should make an appointment to discuss the Accommodation Memo during office hours as soon as possible. If you do not have an Accommodations Memo, contact the Program for Students with Disabilities, in 1224 Haley Center as soon as possible. Telephone: 334-844-5943 (Voice T/O)
- D. All portions of the Auburn University Honesty Code can be found in the Tiger Cub (Title XII) will apply in this class.
- E. A grade of incomplete will not be given except under extreme circumstances as determined by the instructor.

10. Important Dates & Deadlines

May 19	First class session, introductions, syllabus, etc. Dissertation Dissections
May 26	Dissertation Dissections. Prepare for readings and discussion. Assigned readings in Canvas folder.
June 2	Library visit w/ Todd Shipman at RBD Library Lobby, 5:00 p.m. Prepare for readings and discussion. Assigned readings in Canvas.
June 9	Chapter 1: Introduction. Select topic, guidelines, and research problem statements. Prepare for readings and discussion. Assigned readings in Canvas folder.
June 16	Graduate School guidelines and deadlines. Also, Departmental Style of Writing. Research Problem Statements (cont'd). Assigned readings in Canvas folder.
June 23	Chapter Two: Review of Literature. Prepare for readings and discussion. Assigned readings in Canvas folder. Draft of Chapter One due (if you want feedback).
June 30	No class - Research and study. Work on CITI requirement
July 7	Chapter Three: Methods. Prepare for readings and discussion. Assigned readings in Canvas Draft of Chapter Two outline due (if you want feedback)
July 14	The IRB process w/ Nikki Anderson, Office of Research Compliance. Prepare for readings and discussion. Assigned readings in Canvas folder.
July 21	Chapters Four and Five: Findings and Conclusions – Implications - Recommendations.
July 28	All work due, including final draft of Chapter One and outlines of Chapters Two and Three. CITI training completed. Clint Lovelace, Graduate School Items and Resources

HIED 8950: Special Topics Dissertation Seminar

Student Needs Assessment

Name _____

Address _____

Phone _____

E-mail: _____

Area of Emphasis: (Circle One)

K-12

Higher Ed. (General)

Student Affairs

Community Colleges

Leadership

Technology

Other _____

Courses Taken toward Doctorate: _____

Research Courses Taken (Instructor): _____

Who is your chair? _____

Who are your other committee members? _____

What is the topic area for your dissertation? _____

What method(s) will you use? _____

Are you familiar with the library system?_____

Have you begun work on your lit review?_____

If so, at what stage are you?_____

Have you completed/ Are you familiar with the necessary human subjects paperwork?_____

Have you selected the sample for your study?_____

If so, what is it?_____

Have you gained site access?_____

Have you started to collect data?_____

If so, at what stage are you? _____

Have you taken or plan to take your comps next year?_____ When? _____

What is the expected date for dissertation completion? _____

What do you want to get out of this class?

Questions?