



**HIED 650**  
**Doctoral Research Practicum**  
**Fall 2015**  
**Class: August 31 – December 18**

**Instructor:** Charlotte Larkin, EdD  
**Office Locations:** TAMU-C, Education North #104D  
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<b>COURSE INFORMATION</b>
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**Materials – Textbooks, Readings, Supplementary Readings:**

**Required:**

Pan, M. L. (2013). *Preparing literature reviews: qualitative and quantitative approaches*. Glendale, CA: Pyrczak Publishing.

*Publications Manual of the American Psychological Association* (6<sup>th</sup> ed.). (2011). Washington D.C.: American Psychological Association.

**Strongly Recommended:**

Galvan, J. (2014). *Writing Literature Reviews* (6<sup>th</sup> ed.). Glendale, CA: Pyrczak Publishing.

**Suggested:**

Heppner, P. P., & Heppner, M. J. (2004). *Writing and publishing your thesis, dissertation, and research: A guide for students in the helping professions*. Belmont, CA: Brooks/Cole.

Ivers, M. (2010). *Random House Guide to Good Writing*. New York, NY: Ballantine Books..

Pyrczak, F. & Bruce, R. (2014). *Writing empirical research reports* (8<sup>th</sup> ed.). Glendale, CA: Pyrczak Publishing.

**Course Description**

This course immerses students in a professional experience, as a researcher completing a literature review preparatory to conducting research leading to a dissertation. It requires setting

specific goals and objectives to stay on task. Students writing a literature review in this course must consult with their academic advisor and me about a suitable topic.

### **Student Learning Outcomes**

Upon completing this course, each student will:

1. Define and elaborate on the major themes from a literature review that will be foundational to a major research project;
2. Formulate appropriate research questions to guide dissertation research, and
3. Complete a substantive and technically correct review of literature in the field.

### **Please Follow the Guidelines Below for the Literature Review**

#### **Guideline for Student Writing a Literature Review**

1. Contact your major advisor and discuss your topic for your dissertation proposal.
2. Contact me letting me know your topic and go into eCollege to look at the weekly modules. You will proceed through the modules as you write your literature review.
3. Use APA format for your literature review.
4. Keep all of the articles that you compile. This is a MUST.
5. The minimum number of pages for your literature review should be 40. The review should be an exhaustive one. **BE SURE** you review some of the HIED dissertations online or come by the office and check out one to see what a literature review encompasses.
6. Make sure that it is typed and follows the format of a dissertation.
7. The manuscript should be error free (no "you" or "I" and watch grammar).
8. The margins for each page shall be as follows: left side, 1 1/2" (one and one half inches); all other margins, 1" (one inch).
9. Include a Title page and Table of Contents - samples of these pages can be found in the Doctoral Student Handbook at the Graduate School website. You can download the handbook on your computer.
10. The literature review must be turned in the Monday, (Dec 14<sup>th</sup>) of Exam Week or before.
11. If you have any questions, please email me at: [charlotte.larkin@tamuc.edu](mailto:charlotte.larkin@tamuc.edu).

**Check out these resources before you start**

**APA information:**

<http://www.apa.org/education/ce/4210701.aspx> \$80

<https://owl.english.purdue.edu/owl/resource/560/01/> --everything you need to know in manageable chunks, by topic

<https://owl.english.purdue.edu/owl/resource/560/24/> --APA 6<sup>th</sup> edition

<https://karenbrooks.wikispaces.com/file/view/APA+6th+Edition+Tutorial+from+Purdue+Owl.pdf> --PPT on APA formatting and style

**Plagiarism:**

<http://www.youtube.com/watch?v=EF5eFeJMplA>

<https://owl.english.purdue.edu/owl/resource/589/1/>

<http://www.youtube.com/watch?v=9z3EHlOa9HI>

**Paraphrasing:**

<http://www.youtube.com/watch?v=sgMJ16WUEPg> \*basic but helpful (8 mins)

<http://www.youtube.com/watch?v=nSGzuxbdheI>

<https://owl.english.purdue.edu/owl/resource/619/1/>

**Citation Style:**

[https://owl.english.purdue.edu/media/pdf/20110928111055\\_949.pdf](https://owl.english.purdue.edu/media/pdf/20110928111055_949.pdf)

**Grading:**

Each assignment in HIED 650 will receive a numerical grade based on a 100-point scale. End-of-course letter grades will follow these ranges:

90 or better equals:	A
80-89 equals:	B
70-79 equals:	C
60-69 equals:	D
less than 60 equals:	F

90 + Points-Work is thorough, original, insightful, and of a doctoral level and quality. Student demonstrated complete understanding of course issues, a high level of analytical skills, clearly and resourcefully presentation with negligible errors in mechanics (grammar, citation and source referencing according to APA guidelines from an extensive and wide range of quality sources).

80-89 Points-Work is thorough, of a level that meets expectations, and of a doctoral student that is acceptable and appropriate. Student demonstrated a sound understanding of course issues, good analysis, and a clearly/neatly presentation with narrow errors in mechanics (grammar, citation, and source referencing consistent APA guidelines from a good range of sources).

70-79 Points-Work is generally thorough, late (with instructor permission/approval) and/or of a level that only partially meets expectations of a doctoral level and quality. Student demonstrated conflicting or surface understanding of course issues with insufficient analysis and significant errors in mechanics (grammar, citation, and referencing from an inadequate and/or mixed quality sources according to APA guidelines).

60-69 Points-Work is incomplete, late, and/or not of a doctoral level and quality. Student demonstrated insufficient understanding of course issues, analysis, and/or substantial mechanical errors (grammatical, citation, and referencing) according to APA guidelines drawn from few, if any, low-quality sources).

Less Than 60 Points-Major assignments are missing, incomplete, or excessively late without permission of instructor and/or demonstrates lack of effort and/or lack of understanding of core course objectives.

### **Access and Navigation**

Our campus is optimized to work in a Microsoft Windows environment. This means our course works best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer. Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

### **eCollege Access and Log in Information:**

This course will be facilitated using Pearson LearningStudios (eCollege), the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamuc.edu/login.aspx>.

You will need your CWID and password to log into the course. If you do not know your CWID or have forgotten your password, please contact Technology Services at 903-468-6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

eCollege Technical Concerns: contact the eCollege helpdesk at 1-866-656-5511 (toll free) or visit [Pearsons 24/7 Customer Support Site](#).

### **Interaction with Instructor**

Email me at [Charlotte.Larkin@tamuc.edu](mailto:Charlotte.Larkin@tamuc.edu). I will reply to emails within 48 hours. Use only your TAMU-Commerce email when communicating with me.

## **Course and University Procedures/Policies**

### **Writing Requirements**

All papers are to follow APA format guidelines. Begin papers with an APA title page. Font is to be 12 point, New Times Roman, double-spaced. Normal margins: one inch left, right, top, and bottom. Secure the paper with one staple in the top left corner. No folders please.

Written assignments are generally graded according to the following criteria:

- Completeness of response to the assignment: 55% of grade
- Organization and coherence: 30% of grade
- Appropriate grammar, punctuation, spelling: 10% of grade
- Use of disciplinary format and citation style: Paper displays correct use of student's disciplinary format and citation style (APA, 6<sup>th</sup> Edition) for papers submitted for presentation or publication. Non-cited statements within a paper will result in a loss of points in accordance with the 5% earned for APA format and citation: 5% of grade

### **Respect Differing Views**

As with all graduate courses, this course deals with ideas. Please be respectful of individuals with ideas and beliefs that differ from your own. If you disagree with someone, ask them why they believe as they do and then listen to the answer. People can have complex reasoning for what is seen as, on the surface, a simple idea. Only civil and even-tempered discussions will be permitted in class.

### **Academic Honesty**

Plagiarism within an assignment will result in a failing grade for that assignment. I expect all assignments for this course to be original works produced specifically for this course. At the instructor's discretion, if the plagiarism may have been accidental, an assignment may be redone for a maximum grade of 80% of the original total. Work produced, whether in part or in whole, from assignments for other courses will not be accepted for credit.

### **Writing Center**

Students are encouraged to visit the A&M-Commerce Writing Center for writing assistance.

<http://www.tamuc.edu/academics/colleges/humanitiessocialsciencesarts/departments/literatureLanguages/writingCenter/default.aspx>

## **University Specific Procedures**

### **Students with Disabilities**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

### **Office of Student Disability Resources and Services**

**Texas A&M University-Commerce**

**Gee Library**

**Room 132**

**Phone (903) 886-5150 or (903) 886-5835**

**Fax (903) 468-8148**

[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

### **Scholarly Expectations:**

All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

### **Dropping the Class**

At times, we become overloaded or have unplanned events that demand our attention. If you need to adjust your schedule by dropping this course, please follow university procedures to officially drop the class. Please do not just disappear. If you fail to officially drop the class, a grade must be assigned at the end of the course.

### **Academic Honesty:**

Please see the TAMU-C Graduate Catalog and the Publication Manual of the American Psychological Association (2010) for the discussion of academic honesty. Academic honesty is especially important when it comes to citing/quoting sources in research papers and assignments. Students are responsible for reading this material and becoming familiar with the conventions for acknowledging sources of information. Consequences for academic dishonesty range from failing a specific assignment to expulsion from the University. "Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty, which includes, but is not limited to plagiarism (the appropriation or stealing of ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments) and abuse (destruction, defacing, or removal) of resource material."

### **Course Schedule for Fall 2015**

<b>Week</b>	<b>Topic</b>	<b>Reading(s)</b>
Week 1	Introductions Topic Selection	
Week 2	Reading	Textbook Chapters 1 & 2
Week 3	Literature Review Proposal Due	
Week 4	Searching for Literature	Textbook Chapters 3
Week 5	Retrieving Web Information	Textbook Chapter 4

Week 6	Evaluating/Interpreting Literature	Textbook Chapter 5
Week 7	Unintentional Plagiarism	Textbook Chapter 6
Week 8	Preparing the 1 <sup>st</sup> Draft	Textbook Chapter 7
Week 9	Writing the 1 <sup>st</sup> Draft	Textbook Chapters 8, 9 & 10
Week 10	Continued Writing the 1 <sup>st</sup> Draft	
Week 11	1 <sup>st</sup> Draft Due	
Week 12	Revising the 1 <sup>st</sup> Draft	Textbook Chapter 11
Week 13	Writing Titles & Abstracts	Textbook Chapter 11
Week 14	Preparing a Reference List	Textbook Chapter 11
Week 15	Meta-Analysis	Textbook Chapters 11 & 12
Week 16	Final Literature Review Due!	