



# **EDAD 664—Doctoral Writing—Authoring the Doctoral Dissertation: The Literature Review**

COURSE SYLLABUS: Fall 2016

**Instructor:** Sharon Ninness, Ed.D.

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**Office Hours:** Remote by appointment

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**Preferred Form of Communication:** Email

**Communication Response Time:** Within 24 hours

## **COURSE INFORMATION**

### ***Materials – Textbooks, Readings, Supplementary Readings***

#### ***Textbook(s) Required***

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author. ISBN: 978-1433805615

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Los Angeles, CA: SAGE. ISBN: 978-1452226101

Galvan, J. L. (2015). *Writing literature reviews: A guide for students of the social and behavioral sciences* (6th ed.). Los Angeles, CA: Pyczak. ISBN: 978-1936523375

Lunenburg, F. C., & Irby, B. J. (2008). *Writing a successful thesis or dissertation: Tips and strategies for students in the social and behavioral sciences*. Thousand Oaks, CA: Corwin Press. ISBN: 978-1412942256

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## ***Course Description***

This course serves as one of the introductory classes in the doctoral dissertation writing process. The students will read and understand the Doctoral Dissertation Graduate School requirements and the EDAD Doctoral Program in the *Doctoral Handbook*. The course will also provide students the knowledge and skills needed to write their literature review and compile a list of appropriate references.

## ***Student Learning Outcomes***

Upon completion of the course, the student will:

1. Develop advanced skills and knowledge of writing academic papers using the *APA Style Manual, 6th Edition*.
2. Analyze a completed literature review similar to his/ her research topic.
3. Apply skills learned in this course to revise his/ her completed Chapter I: Introduction.
4. Compose and submit a draft of the literature review.
5. Write references using the correct APA 6<sup>th</sup> edition style.
6. Determine peer reviewed articles.
7. Request articles and books from Inter-library loan.
8. Retrieve peer reviewed articles from various databases.
9. Create an Endnote web account and import citations into endnote.

## **COURSE REQUIREMENTS**

### ***Minimal Technical Skills Needed***

This course requires the use of a learning management system (eCollege), Microsoft Word, PowerPoint, and presentation and graphics programs.

### ***Instructional Methods***

This is an online class. All instructional activities and assignments will be delivered and received online using the eCollege learning media platform.

Videos, lecture notes, and articles in the modules and Doc Share will help guide students through the development of these assignments. **You are expected to read all lecture notes and articles and view all videos in each module before completing assignments and discussion threads.**

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## ***Student Responsibilities or Tips for Success in the Course***

### Being a Successful Student

- [What Makes a Successful Online Student](#)
- [Self-Evaluation for Potential Online Students](#)
- [Readiness for Education at a Distance Indicator \(SmartMeasures\)](#)

To Login Information: Login = tamuc; password = online

Given the constructivist design of the class and the online delivery format, it is imperative that this course is interactive. It is my expectation (and I am sure yours, too) that all students participate fully in all activities and assignments in order to maximize their learning experiences.

In order for this class to be interesting and beneficial, each student is expected to be prepared to lead and/or enter into discussions, to ask relevant questions, and to share the results of his/her study and reflection.

This means that each student should be:

- (1) Aware of the class schedule and the requirements for each class (knowing for what to be prepared),
- (2) Self-disciplined (spending time to be fully prepared), and
- (3) Eager to share with his/her classmates (participating actively by sharing what s/he has prepared). Participation is an extremely important part of your experience in this class. When you miss participating in a class assignment, not only do you miss information presented, but you miss the interaction of your classmates, which can lead to the loss of key learning experiences.

## **GRADING**

Final grades in this course will be based on the following scale:

- A = 90%-100%
- B = 80%-89%
- C = 70%-79%
- D = 60%-69%
- F = 59% or Below

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## Student Performance Evaluation:

Evaluation will be based on successful completion of each of the performance expectations. Each performance assignment has been assigned points toward the total on which the final course grade will be based. The points for each assignment are listed in the following table, and they can be viewed in the grade book of the online course.

## Possible Points for Module Assignments Based on Rubrics:

Module	Assignment/Points	Discussion/Points
Module 1	Assignment 1 - 10 pts.	Discussion 1 - 5 pts.
Module 2	Assignment 2 - 10 pts.	Discussion 2 - 5 pts.
Module 3	Assignment 3 - 10 pts.	Discussion 3 - 5 pts.
Module 4	Assignment 4 - 10 pts.	Discussion 4 - 5 pts.
Module 5	Assignment 5 - 25 pts.	Discussion 5 - 5 pts.
Module 6	Assignment 6 -100 pts.	<b>No Discussion</b>
Module 7	Assignment 7 - 10 pts.	<b>No Discussion</b>
Total Points	175 pts.	25 pts.
<b>Grand Total Points=200 pts.</b>		

**All assignments must be completed to earn an A in this course.**

## Grading Scale

A = 180-200 pts.

B = 160-179 pts.

C = 140-159 pts,

D = 120-139 pts.

F = Below 119

## Rubrics

The following rubric will be used to grade the Discussion Thread in Modules 1-5.

Criteria	0	3	5
Timeliness	Not posted during week assigned	Late posting during week assigned	Posted during week assigned
Addresses Discussion Thread	Superficially addresses questions or assignments	Adequately addresses questions or assignments	Thoroughly addresses questions or assignments
Replies	Did not reply to others	Replied to one other	Replied to two or more

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Quality of Contents within the time frame (I will look across both of your responses to determine the total score.)

4 - 3 or more substantive comments in a response to the APA style, structure, contents, or references

3- 2 or more substantive comments in a response to the APA style, structure, contents, or references

2- 1 or more substantive comments in a response to the APA style, structure, contents, or references

0- No comments

Quantity

1- 2 or more responses within the time frame

0- No response

The following rubric will be used to grade the Reflection Papers, which are assigned in Modules 1, 2, 3, 4, and 7.

<b>Points</b>	<b>Assignment Requirements</b>
5	Excellent job in addressing and developing each aspect of the assignment and goes beyond the assignment prompt to address additional related material. Includes specificity and elaboration of content.
4	Appropriately addresses each aspect of the assignment. Includes specificity and elaboration of content.
3	Adequately addresses the appropriate topic but partially fulfills assignment requirements. Includes specificity in content.
2	Vaguely addresses the appropriate topic. Lacks specificity and elaboration of content.
1	Vaguely addresses the topic but omits most of the assignment requirements.
	<b>Grammar, Punctuation, Mechanics, and APA</b>
5	Sentences are grammatically and mechanically correct. Excellent use of APA.
4	Rare grammatical, punctuation, mechanical, and APA errors exist but do not affect readability. Good use of APA.
3	A limited variety of grammatical, punctuation, mechanical, and APA errors exist.
2	A variety of grammatical, punctuation, mechanical, and APA errors appear throughout the text, possibly affecting readability.
1	Most sentences exhibit multiple grammatical, punctuation, APA, and mechanical errors, obstructing meaning.
	<b>Earned Point Total: /10</b>

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The following rubric will be used to grade the Chapter 2 Outline and References assigned in Module 5.

<b>Points</b>	<b>Assignment Requirements</b>
5	Excellent job in addressing and developing each aspect of the assignment and goes beyond the assignment prompt to address additional related material. Includes specificity--identifies main ideas and defines subordinate ideas.
4	Appropriately addresses each aspect of the assignment. Includes specificity of content --identifies main ideas and defines subordinate ideas.
3	Adequately addresses the appropriate topic but partially fulfills assignment requirements. Includes specificity of content--identifies main ideas and defines subordinate ideas
2	Vaguely addresses the appropriate topic. Lacks specificity of content--does not identify main ideas and / or define subordinate ideas.
1	Vaguely addresses the topic but omits most of the assignment requirements.
<b>Grammar, Punctuation, Mechanics, and APA Format of Outline</b>	
10	Outline is grammatically and mechanically correct with no punctuation errors. Excellent use of APA format.
9	Outline is grammatically and mechanically correct with no punctuation errors. A limited number of errors exists in the use of APA format.
8	Rare grammatical, punctuation, and / or mechanical, errors exist but do not affect readability. Good use of APA.
7	Rare grammatical, punctuation, and / or mechanical errors exist but do not affect readability. Fair use of APA.
6	A limited variety of grammatical, punctuation, and / or mechanical errors exist, and errors in APA exist.
5	A limited variety of grammatical, punctuation, and / or mechanical errors exist, and there is a great variety of APA errors.
4	A limited variety of APA errors exist, and there is a great variety of grammatical, punctuation, and / or mechanical errors.
3	A variety of grammatical, mechanical, punctuation, or APA format errors appear throughout the text possibly affecting readability.
2	A variety of grammatical, mechanical, punctuation, and APA format errors appear throughout the text possibly affecting readability.
1	Outline exhibits multiple grammatical, mechanical, punctuation, and / or APA format errors, obstructing meaning.
<b>Points      References</b>	
10	All references are appropriate with no APA errors.
9	Most references are appropriate with no APA errors.
8	Most references are appropriate and have limited APA errors.
7	Some references are appropriate and have limited APA errors
6	Some references are appropriate and have a variety of APA errors.
5	Many references are inappropriate and have limited APA errors.

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4	Many references are inappropriate and have a variety of APA errors.
3	Most references are inappropriate and have a variety of APA errors.
2	Most references are inappropriate and have excessive APA errors.
1	Few references are appropriate, and most have excessive APA errors.
<b>Earned Point Total: /25</b>	

The following rubric and Boote and Bile's (2005) Literature Review Scoring Guide will be used to grade the Chapter 2 Literature Review, which is assigned in Module 6.

100	The review of literature exhibits a logical progression and synthesis of sufficient empirical research that support the focus of the research topic. The literature is organized by major headings and subheadings. The review includes an introduction to the literature with an advance organizer and summary of the review. Appropriate citation is evident. Reference list consists of 9 primary sources, peer reviewed empirical research articles and 1-3 secondary source, empirical research articles.
90	The review of literature exhibits a logical progression of ideas with sufficient empirical research that support the focus of the research topic. The review is organized by major headings and subheadings. The review includes an introduction to the literature with an advance organizer and a summary of the review. Appropriate citation is evident. Reference list consists of 9 primary source, peer reviewed empirical research articles and 1-3 secondary source empirical research articles.
80	The progression of ideas is interrupted by rare errors in logic, such as absolutes or contradictions; more empirical research is needed. Lacks major headings and subheadings. Inappropriate citation. Reference list consists of 8 primary sources, peer reviewed empirical research articles and 4 secondary source empirical research articles.
70	The attempt at a progression of ideas is unsuccessful due to errors in logic, such as absolutes or contradictions; evidence provided is not peer reviewed and/or is lacking. No major headings or subheadings are present. Inappropriate citation. Lack of primary source, peer reviewed, empirical research articles.
60	The ideas are illogical and appear to reflect the writer's "stream of consciousness" and empirical evidence is lacking. No major headings or subheadings are present. Inappropriate citation. Lack of primary source, peer reviewed, empirical research articles.

**\*\*Please note that Module 8 in the online course shell provides information about the EDAD 664 Final Exam, which is a product (the final draft of the Chapter 2 Literature Review). Information about this product is provided in Module 7. The final draft of the Chapter 2 Literature Review will be graded using the above rubric and the below Boote and Bile's (2005) Literature Review Scoring Guide (included at the end of this syllabus)..**

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## TECHNOLOGY REQUIREMENTS

- To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - \*For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.
- Run a browser check through the Pearson LearningStudio Technical Requirements website. [Browser Check http://help.ecollege.com/LS\\_Tech\\_Reg\\_WebHelp/en-us/#LS\\_Technical\\_Requirements.htm#Browset](http://help.ecollege.com/LS_Tech_Reg_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset)

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)
  - [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
  - [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)
  - [Apple Quick Time http://www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is

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the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

- For additional information about system requirements, please see: [System Requirements for LearningStudio](https://secure.ecollege.com/tamuc/index.learn?action=technical)  
<https://secure.ecollege.com/tamuc/index.learn?action=technical>

## ACCESS AND NAVIGATION

### ***Pearson LearningStudio (eCollege) Access and Log in Information***

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to [myLeo](#) and from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab. <http://www.tamuc.edu/myleo.aspx>

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** It is strongly recommended you perform a “Browser Test” prior to the start of your course. To launch a browser test login to Pearson LearningStudio, click on the My Courses tab, and then select the Browser Test link under Support Services.

### **Pearson LearningStudio Student Technical Support**

Texas A&M University-Commerce provides students technical support for the use of Pearson LearningStudio.

Technical assistance is available 24/7 (24 hours, 7 days a week).

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit [Pearson 24/7 Customer Support Site](http://247support.custhelp.com/) <http://247support.custhelp.com/>

The student help desk may be reached in the following ways:

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with a Pearson LearningStudio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

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**Accessing Help from within Your Course:** Click on the 'Tech Support' icon on the upper left side of the screen inside the course. Then you will be able to get assistance via online chat or by phone.

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

### ***Policy for Reporting Problems with Pearson LearningStudio***

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students must file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.
4. I will call the helpdesk to confirm your problem and follow up with you

**PLEASE NOTE:** Your personal computer and internet access problems are not a legitimate excuses for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk.

You strongly are encouraged to check for your internet browser compatibility **BEFORE** the course begins and take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform.

#### **myLeo Support**

Your myLeo email address is required to send and receive all student correspondence. Please email [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu) or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at [myLeo](https://leo.tamuc.edu).  
<https://leo.tamuc.edu>

#### **Learner Support**

The [One Stop Shop](http://www.tamuc.edu/admissions/onestopshop/) was created to serve you by providing as many resources as possible in one location. <http://www.tamuc.edu/admissions/onestopshop/>

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The [Academic Success Center](http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/) provides academic resources to help you achieve academic success.

<http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/>

## FREE Mobile APPS

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

	<b>App Title:</b>	<b>iPhone</b> – Pearson LearningStudio Courses for iPhone <b>Android</b> – LearningStudio Courses - Phone
	<b>Operating System:</b>	<b>iPhone</b> - OS 6 and above <b>Android</b> – Jelly Bean, Kitkat, and Lollipop OS
	<b>iPhone App URL:</b>	<a href="https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8">https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8</a>
	<b>Android App URL:</b>	<a href="https://play.google.com/store/apps/details?id=com.pearson.lsphone">https://play.google.com/store/apps/details?id=com.pearson.lsphone</a>

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

- View titles/code/Instructor of all Courses enrolled in online
- View and respond to all discussions in individual Courses
- View Instructor Announcements in individual Courses
- View Graded items, Grades and comments in individual Courses
- Grade to Date
- View Events (assignments) and Calendar in individual Courses
- View Activity Feed for all courses
- View course filters on activities
- View link to Privacy Policy
- Ability to Sign out
- Send Feedback

## LearningStudio Notifications

Students can be alerted to course activities via text on their mobile phones or up to two email addresses.

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Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

By default the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button.

## COMMUNICATION AND SUPPORT

### *Interaction with Instructor Statement*

I will communicate with you through:

- Email
- eCollege Announcements
- Module Q&A Forum
- Virtual Office Hours as needed
- SKYPE
- Phone conference by appointment

Email is the primary mode of communication that will be used in this course. I will attempt to answer emails within 24 hours. As a student enrolled at Texas A&M University-Commerce, you have access to an email account via myLeo - all my emails sent from eCollege (and all other university emails) will go to this account. Please be sure to check it regularly. Conversely, you are to email me via the eCollege email system or your myLeo email as the university's spam filters will catch yahoo, hotmail, etc. and I will not check for your email in spam. **When sending me an email, please include the course number (EDAD 664) in the subject line.**

Please be sure that the email you have listed with TAMUC is the one you wish to use. Ecollege uses the MyLeo email that was provided to you upon admittance to the university unless you have changed your primary email through the system. .

Another way to communicate with me is through Module Q&A. Each of the seven modules within the EDAD 664 course shell has a link entitled Module Q&A, where you can post questions and review responses to questions that pertain to course information as you progress through this course.

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Prior to asking a question, please quickly review previous responses within a particular Module Q&A forum as your question may already have been addressed. You are welcome to respond to a classmate's question if you can accurately address the issue.

If you would like to communicate with me via a phone conference, please schedule an appointment via email and include the topic that you would like to discuss.

All assignments will be submitted electronically in the dropbox of the online course in accordance with the deadlines designated within Modules 1-7. These will be graded based on the criteria provided in rubrics, which are included in this syllabus as well as in Modules 1-7 of the online course. All graded assignments will be returned via email attachments, and grades will be posted in a timely manner.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### ***Course Specific Procedures/Policies***

#### **APA Format for Papers**

Please follow APA 6 formatting in your Style Manual. You may also access a free online APA tutorial at [Purdue Online Writing Lab](http://www.purdue.edu/onlinewritinglab) and at [www.apastyle.org](http://www.apastyle.org)).

Reflection papers should be double-spaced and typed in a New Times Roman font that is 12 cpi in size. Papers should adhere to the format as specified by the *APA Manual, Sixth Edition*. These should reflect scholarly work and should not be written in first person.

All resources should be cited using the correct APA format as specified in the *APA Manual, Sixth Edition*. All papers should be free of technical errors (grammar, punctuation, mechanics, etc.).

#### **Late Work**

**Late work is not accepted unless prior approval received by the instructor. Points may be deducted.** You will have plenty of notification and time to complete course assignments. If you know you are going to be out of town and unable to access a computer, plan ahead. See the course semester outline at the end of this syllabus.

#### **Attendance**

This is an online class; therefore, attendance is up to you! You may be required to work as a team on various activities. The quality of your contributions and regular participation in weekly activities will be considered attendance. It is strongly encouraged that you attempt to log into the course each day of the week. Please check your MyLeo email for messages in order to stay current.

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## **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.

## **Incomplete Grades**

Per university policy, you must visit with the instructor, develop, and sign "A Plan for Completing the Grade of X" before you may receive an incomplete for the course. The reason for such requests is limited to "circumstances beyond student's control which prevented student from attending classes during Finals Week or the preceding three weeks." You are notified that the deadline date for all plans is not to exceed one semester. Failure to fulfill plan requirements within the specified time will result in a course grade of "F".

## **Academic Honesty:**

Please refer to 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.

The *TAMU-C Graduate Catalog* states, "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."

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## **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

## **University Specific Procedures**

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

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## **ADA Statement**

### **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

Email: [Rebecca.Tuerk@tamuc.edu](mailto:Rebecca.Tuerk@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1

*The syllabus/schedule are subject to change.*



# COURSE OUTLINE / CALENDAR

Each instructional module begins on a Monday and concludes two weeks later on a Sunday at midnight, except for Module 6, which includes an additional week. Please click on each module for specific due dates and additional details for assignments.

## Module 1--Overview: 8-29-16 to 9-11-16

- Complete all instructional activities in Module 1: videos, lecture notes, articles, and related documents in Doc Share, etc.
- Read the following material:
  - Lunenburg & Irby (2008), *Writing a successful thesis or dissertation: Tips and strategies for students in the social and behavioral sciences*. Chapter 7
  - Chapters 1-2 in the *Doctoral Handbook*
  - Beginning pages and the first two chapters of the Graduate School Dissertation template. Please note that you will find helpful hints in the appendices.
- Complete the following assignments:
  - Introduce yourself to your professor and your classmates in the Student Lounge.
  - Post in the discussion what topic you are considering for your dissertation in the Discussion Thread.. Explain what you are thinking about this topic, such as why it is important and what type of methodology you might use to research the topic.
  - Respond to the posts of two or more peers in the Discussion Thread.
  - Write a reflection paper detailing your thoughts on your dissertation topic in light of the materials to which you have been exposed in Module 1. Take into consideration the comments from your peers. Upload this paper to the Module 1 dropbox.

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## Module 2—Literature Review Analysis: 9-12-16 to 9-25-16

- Complete all instructional activities in Module 2: videos, lecture notes, articles, and related documents in Doc Share, etc.
- Read the following material:
  - Lunenburg, F. C., & Irby, B. J. (2008). *Writing a successful thesis or dissertation: Tips and strategies for students in the social and behavioral sciences*—Chapter 7
  - Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.)—Chapter 2
  - Galvan, J. L. (2015). *Writing literature reviews: A guide for students of the social and behavioral sciences* (6th ed.)—Chapters 4 and 5
- Complete the following assignments:
  - Access a dissertation that matches or closely resembles your dissertation topic from TAMU-C Gee Library's Dissertation ProQuest Database or any other Dissertation Database. Use Boote and Bile's (2005) Literature Review Scoring Rubric, which is included in the Introduction section of Module 6, to analyze the Chapter 2 - Literature Review in the dissertation you selected.
  - Write a reflection paper that includes your analysis of the literature review in the dissertation you accessed. The analysis should include a discussion of each category of Boote's and Bile's (2005) Literature Review Scoring Rubric (i.e., you should discuss the presence or absence of each of the criterion for the categories listed on the rubric). You should not summarize the literature review. In the reflection paper, you also should explain how you will use this new knowledge to help you write your literature review. The reflection paper should include a cover page and two double spaced pages typed in the format provided in the *APA, Sixth Edition*.
  - Locate at least 4 sources that address your chosen dissertation topic and document them in the Literature Matrix, which is accessible in Doc sharing. Make sure you only include articles that report research findings, not opinion articles.
  - Post your Literature Review Analysis Reflection Paper in the Discussion Thread to receive feedback from peers.
  - Provide constructive feedback to two or more peers regarding their Literature Review Analysis Reflection Papers in the Discussion Thread.

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- Upload your revised Literature Review Analysis Reflection Paper with the completed Boote and Belle's (2003) Literature Review Scoring Rubric to the Module 2 dropbox.
- Also, upload the Literature Matrix with 4 entries to the Module 2 dropbox.

### Module 3—Structure of the Literature Review: 9-26-16 to 10-9-16

- Complete all instructional activities in Module 3: videos, lecture notes, articles, and related documents in Doc Share, etc.
- Read the following material:
  - Lunenburg, F. C., & Irby, B. J. (2008). *Writing a successful thesis or dissertation: Tips and strategies for students in the social and behavioral sciences*—Read Chapter 7
  - Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.)—Chapter 2
  - Galvan, J. L. (2015). *Writing literature reviews: A guide for students of the social and behavioral sciences* (6th ed.)—Chapter 8
- Complete the following assignments:
  - Continue to search for, read, and analyze research for your literature review. Add at least 4 more sources to your Literature Matrix for a total of at least 8 entries.
  - Write a reflection paper over structuring the literature review. Include a cover page and two double-spaced pages typed in the format provided in the *APA, Sixth Edition*.
  - The reflection paper should summarize some of the information from the videos viewed and assigned textbook chapters related to the structure of the literature review. In this paper you should explain how you will use this new knowledge to structure your literature review.
  - Post your Literature Review Structure paper in the Module 3 Discussion Thread.
  - Provide constructive feedback to two or more peers regarding their posted Literature Review Structure papers in the Module 3 Discussion Thread.

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- Upload your revised Literature Review Structure paper and the Literature Matrix with at least 4 new sources (for a total of 8 entries) to the Module 3 Dropbox.

#### **Module 4--Literature Review: The Steps 10-10-16 to 10-23-16**

- Complete all instructional activities in Module 4: videos, lecture notes, articles, and related documents in Doc Share, etc.
- Read the following material:
  - Lunenburg, F. C., & Irby, B. J. (2008). *Writing a successful thesis or dissertation: Tips and strategies for students in the social and behavioral sciences*—Chapter 7
  - Galvan, J. L. (2015). *Writing literature reviews: A guide for students of the social and behavioral sciences* (6th ed.)--Chapters. 7, 8, and 9
- Complete the following assignments:
  - Continue to search for, read, and analyze research for your literature review. Add at least 4 more sources to your Literature Matrix for a total of at least 12 entries.
  - Write a reflection paper summarizing the four steps (i.e., Plan, Search, Assess, and Write) in writing a literature review. Include a cover page and two double-spaced pages typed in the format provided in the *APA, Sixth Edition*. In this reflection paper, you should summarize some of the information from the resources in Module 4 (video on steps to writing a literature review, Galvin's textbook chapters on steps to writing a literature review, and lecture notes on steps to writing a literature review, etc.). In this paper, you also should explain how you will use this new knowledge to help you write your literature review.
  - Post your Literature Review Steps Reflection paper in the Module 4 Discussion Thread.
  - Provide constructive feedback to two or more peers regarding their posted Literature Review Steps Reflection papers in the Module 4 Discussion Thread.
  - Upload your revised Literature Review Steps Reflection paper and Literature Matrix with at least 4 new articles (for a total of at least 12 entries) to the Module 4 dropbox.

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## Module 5—C. 2 Literature Review Outline and References List: 10-24-16 to 11-6-16

- Complete all instructional activities in Module 5: videos, lecture notes, articles, and related documents in Doc Share, etc.
- Read the following material:
  - Lunenburg, F. C., & Irby, B. J. (2008). *Writing a successful thesis or dissertation: Tips and strategies for students in the social and behavioral sciences*—Chapter 7
  - Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.)—Chapter 2
  - Galvan, J. L. (2015). *Writing literature reviews: A guide for students of the social and behavioral sciences* (6th ed.)—Chapter 13
- Complete the following assignments:
  - Continue to search for, read, and analyze research for the Chapter 2 Literature Review. Add at least 4 more articles to your Literature Matrix for a total of at least 16 entries.
  - Construct an outline for your Chapter 2-Literature Review, and compile a reference list for the Chapter 2-Literature Review. Use the format provided in the *APA, Sixth Edition*.
  - Post your Chapter 2 Literature Review Outline and References list in the Module 5 Discussion Thread.
  - Provide constructive feedback to two or more peers regarding their posted Chapter 2 Literature Review Outlines and References lists in the Module 5 Discussion Thread.
  - Upload your revised Chapter 2-Literature Review Outline and References to the Module 5 dropbox.
  - Also, upload your Literature Matrix with at least 4 new sources (for a total of at least 16 entries) to the Module 5 dropbox.

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## Module 6—Literature Review Matrix: 11-7-16 to 11-27-16

- Complete all instructional activities in Module 6: videos, lecture notes, articles, and related documents in Doc Share, etc.
- Read the following material:
  - Lunenburg, F. C., & Irby, B. J. (2008). *Writing a successful thesis or dissertation: Tips and strategies for students in the social and behavioral sciences*—Chapter 7
  - Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.)—Chapter 2
  - Galvan, J. L. (2015). *Writing literature reviews: A guide for students of the social and behavioral sciences* (6th ed.)—Chapter 14
- Complete the following assignments:
  - Continue to search for, read, and analyze research for the Chapter 2-- Literature Review. Add at least 4 more sources to your Literature Matrix for a total of at least 20 entries.
  - Write the first draft of the Chapter 2-- Literature Review (10-15 pages) with References (at least 20). This draft literature review should address the topic that you identified in Chapter 1 during EDAD 697 (EDAD 663), and it should include a References list. Use the format provided in the *APA, Sixth Edition*.
  - No Discussion Thread exists in this module.
  - Upload your first draft of the Chapter 2- Literature Review (Include 10-15, double- spaced pages) and References (at least 20 sources) to the Module 6 dropbox.
  - Also, upload your Literature Matrix with at least 4 new sources (for a total of at least 20 entries) to the Module 6 dropbox.

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**Module 7—Lit. Review Experience and Reflection Paper: 11-28-16 to 12-11-16**

- Complete the following assignments:
- Construct the final draft of the Chapter 2 Literature Review by making needed revisions to the first draft. I will look for significant changes between the first and final drafts.
  - Write a reflection paper relating to your Chapter 2 - Doctoral Dissertation Literature Review. Reflect on your first draft literature review and introduction chapter experiences. Tell me what you learned and what you would have liked to learn. The reflection paper should include a cover page and two double spaced pages typed in the format provided in the *APA, Sixth Edition*.
  - Upload the final draft of your Chapter 2-Literature Review with References to the Module 7 dropbox by 12-11-16.
  - Also, upload your reflection paper to the Module 7 dropbox by 12-11-16.
  - No Discussion Thread exists in this module.

**Module 8—Final Draft of Chapter 2 Literature Review: 12-12-16 to 12-15-16**

- The Final Exam for this course is a product--it is the final draft of your Chapter 2—Literature Review.