



EDAD 664-01W – Doctoral Writing-Authoring the Doctoral Dissertation: The Literature Review

Spring 2020
Hours: Three

INSTRUCTOR INFORMATION

Instructor: Julia Ballenger, Ph.D., Professor

Office Location: Frank Young Education North (EDN)

Office Hours: Virtual (Monday-4 p.m.-8 p.m./Thursday-4p.m.-8p.m.)

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Preferred Form of Communication: E-mail address

Communication Response Time: 24 hours, unless extenuating circumstances occur

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbooks Required

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

Psychological Association (6th ed.). Washington, DC: American Psychological

Association. ISBN: 978- 1433805615

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods*

approaches (4th ed.). Los Angeles, CA: Sage Publishing. ISBN: 978-1452226101

The syllabus/schedule are subject to change.

Galvan, J. L., & Galvin, M. C. (2017). *Writing literature reviews: A guide for students of the social and behavioral sciences* (7th ed.). New York, NY: Routledge. ISBN: 978-0415315746

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

Mertler, C. A. (2017). *Action research: Improving schools and empowering educators* (5th ed.). Thousand Oaks, CA: Sage Publishing. ISBN: 978-1483389059

I highly recommend that you download and save all materials in the course you deem useful. You may not have access to the course materials by the time you work on your dissertation.

Course Description

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

Prerequisites: Doctoral status; EDAD 695 Minimum Grade C and EDAD 671 Minimum Grade C

Course 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. Apply skills learned in this course to revise their completed Chapter I: Introduction
3. Analyze a completed literature review similar to your research topic using the Boote & Beile's Literature Review Scoring Rubric
4. Compose and submit a draft of the literature review.
5. Write references using the correct APA 6th edition style.
6. Evaluate peer reviewed articles.

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7. Request articles and books from Inter-library loan.
8. Retrieve peer reviewed articles from various databases.
9. Create a citation engine account and import citations electronically (i.e., RefWorks or Endnote web account).

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Students will need to have access to a computer with Internet (high-speed preferred), access to a Webcam, and document productivity software (Microsoft Office preferred). Additional skills needed are using the new learning management system, using Microsoft Word and PowerPoint for presentation a graphics programs.

Instructional Methods

This class design is based on constructivist learning principles. This means that the instructor creates an environment for learning by providing focus and guidance to the content. Assignments are designed to be learning experiences for students, and it is presumed and expected that students actively participate in the class through the construction of their own learning. As a graduate level course, the instructor expects quality work from each student supported by adequate preparation and involvement. Instructional activities and assignments will be delivered and received online using the D2L learning media platform.

Student Responsibilities or Tips for Success in the Course

When sending emails to me, please include your name and Course Number (EDAD 664-01W) in the subject line. Students are expected to take responsibility for their own learning process. While the online course includes interactions between students and instructor and students and students, they are not immediate as a face-to-face course. Students must be comfortable waiting up to 24 hours for a response to their emails.

Tips for Being a Successful Online Student

Take the tutorials. Click on the *Campus Resources* and *Help tools* in your online course. Also, you may contact the Office of Academic Technology (OAT) experts for help. Phone numbers and emails are included in your online course.

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Log on to your course frequently- Make sure to check your course daily.

Read the instructions carefully – Read and follow the instructions for each assignment and discussion thread.

Participate...Participate...Participate- Regular participation is very important to a quality online experience for everyone. Participate in the discussion board. What a great opportunity to learn from your peers. Jump in and contribute!

Budget your time, set schedules, and complete work on time - Make sure to block off regular time to work on your course, and stick to that schedule.

Be polite and respectful- Being polite and respectful is not only common sense, it is absolutely essential for a productive and supportive online environment.

Speak up if you are having problems- Technical difficulties are not an excuse for late or missed assignments. If you are having technical difficulties, or problems understanding something about the course, you **MUST** speak up otherwise there is no way that anyone will know that something is wrong.

Apply what you learn- Apply everything you learn as you learn it, so it will be committed to long-term memory. Also, make connections between what you are learning and your practice. All assignments must be revised before moving on to the next assignment.

A typical week might include:

1. Regularly logging in to the course website.
2. Reading through the current week's assignment and module lecture notes.
3. Re-reading the syllabus and tentative course calendar.
4. Thoughtfully reading the assigned textbook chapters and taking notes.
5. Thoughtfully viewing assigned videos and taking notes.
6. Responding (by the due date) to a discussion thread as posted by the instructor.
7. Reading and responding (by the due date) to the discussion post of fellow peers.
8. Completing and sending an assignment (by the due date) to be graded by the instructor.
9. Revising and re-writing written assignments. Writing is an iterative process.

GRADING

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

A = 90%-100%

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

Student Performance Evaluation:

Evaluation will be based on successful completion of each of the performance expectations. Each performance assignment has been assigned points towards the total on which the final course grade will be based. The points for each assignment may be viewed in the grade book.

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

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

Grade	%	Points
A	90-100%	187
B	80-89%	166-186
C	70-79%	146-165
D	60-69%	125-145
F	59% or Below	124 or below

Caveat: This syllabus represents a relationship between the two of us regarding the evaluative measures and the content included in EDAD 664. I reserve the right to amend, revise, or change the content of the syllabus as deemed necessary.

Please Note: While students may receive numerical grades for various assignments listed in the syllabus based on the criteria provided by the instructor and which contribute to an overall grade average represented in the breakdown listed above, grades are given to primarily provide feedback to students and to guide the instructor in making an assessment of student work. The final grade awarded for the course, however, will be at the sole discretion of the instructor and will be based on several factors, including but not limited to the rubrics provided.

ASSESSMENTS

Course Learning Outcomes (CLOs)

1. Develop advanced skills and knowledge of writing academic papers using the APA Style Manual 6th Edition.
2. Apply skills learned in this course to revise your Chapter I: Introduction
3. Analyze a completed literature review similar to your research topic using Boote & Beile’s Literature Review Scoring Rubric
4. Compose and submit a draft of the literature review.
5. Write references using the correct APA 6th edition style.
6. Evaluate the quality of peer-reviewed articles.

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7. Request articles and books from Inter-library loan.

Assessments, Points, and Student Learning Objectives (SLOs) Alignment

Module	Discussion	Points	Assignment	Points	Total Points	CLOs
Module 1	Dissertation Topic	4	N/A	N/A	4	CLO-1
Module 2	Understanding Modules 1&2	4	Lit Review Analysis Paper	5	9	CLOs-3-7
Module 3	Lit Review Analysis	10	Lit Review Matrix Paper Annotated Bibliography Paper	5 5	20	CLOs-3-7
Module 4	Lit Review Matrix & Annotated Bibliography	4	Lit Review Structure Reflection Paper	10	14	CLOs-3-7
Module 5	Lit Review Structure Paper	10	Lit Matrix/Annotated Bibliography 2 Paper/ Lit Review Outline Draft	5 5	20	CLOs-3-7
Module 6	Understanding Modules 3-6 Lit Review Outline Draft & References	4 10	Lit Matrix/Annotated Bibliography 3 Paper	5	19	CLOs-3-7
Module 7	N/A		Lit Matrix /Annotated Bibliography Final Paper Literature Review Rough Draft Paper	10 10	20	CLOs-3-7 SLOs 3-7
Module 8	Lit Review Rough Draft	10	Abstract Draft Paper	5	15	CLOs-3-7
Module 9	Understanding Modules 7-9	4	Chapter One – 3 Sections Paper	10	14	CLOs-3-7
Module 10	N/A		Chapter One Outline Final Paper Significance & Definitions Paper	10 5	15	CLOs-2

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Module 11-12	Chapter One Outline	4	Chapter One Final Rough Draft of Paper	10	14	CLOs-2
Module 12	N/A		N/A			
Module 13	Understanding Modules 10-13	10	N/A		10	CLOs-2
Module 14	N/A	N/A	Chapter One Final Paper	30	30	CLOs-2
Module 15	Final Reflection	4	N/A		4	CLOs-1-7
Total		78		130	208	

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

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Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

The syllabus/schedule are subject to change.

- 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.

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 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.

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ACCESS AND NAVIGATION

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.

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.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor. The instructor will respond to students' emails within 24 hours unless extenuating circumstances occur. The Discussion posts and assignments will be graded in a timely manner. Students are expected to use feedback from the instructor to increase their learning.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words "[click here](#)" to submit an issue via email.



System Maintenance

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

Interaction with Instructor Statement

Given the constructivist design of the class, this course will be interactive. It is the expectation that all students participate fully for all discussion threads, activities, and assignments in order to maximize their learning experience.

The syllabus/schedule are subject to change.

Each class may consist of several learning activities including (but not limited to) small and large group discussion, student-led learning activities, lecture and clarification, reflection activities, individual learning activities, written papers, and reflective, integrative examinations. The instructor will provide constructive feedback on all written assignments. All assignments must be revised before moving on to the next assignment. The instructor will respond to students' emails within 24 hours unless extenuating circumstances. Discussion posts and assignments will be graded in a timely manner. Students are expected to use feedback to increase their learning.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

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 their study and reflection. This means that each student should be:

- Aware of the class schedule and the requirements for each class (knowing what to be prepared for),
- Self-disciplined (spending time to be fully prepared),
- Eager to share with your classmates (participating actively by sharing what you have prepared). Participation is an extremely important part of your experience in this class. When you miss participating in a class discussion and/or 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.

APA Format for Papers

Please follow APA 6 formatting in your Style Manual. You may also access additional information at **Purdue Online Writing Lab and at www.apastyle.org**.

Reflection papers should be double-spaced, size 12 Font, New Times Roman. Follow the format for papers as specified by the APA Publication Manual. All papers will be in Word. This is scholarly work and should not be written in first person. The literature review should be written in past tense.

All resources should be cited using correct APA format, 6th edition. The paper should also be free of technical errors (spelling, punctuation, proper use of grammar, etc.). Students must get permission from the professor for late work to be accepted.

The syllabus/schedule are subject to change.

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/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

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 162

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

Fax (903) 468-8148

Email: studentdisabilityservices@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>

The syllabus/schedule are subject to change.

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.

COURSE OUTLINE / CALENDAR

EDAD 664 Tentative Course Calendar Spring 2020

Module	Topic	Textbook Readings & Discussions	Assignments & Due Dates
Week 1 First Class Day Monday 1/30/-2/09			
Module 1	Course Orientation - End of first week/module is Sunday	Lesson Galvan: Ch. 1 Lunenburg: pp. 137-147 Discussion: Dissertation topic Discussion - thread due Friday/replies Sunday	Introductions in Student Lounge
Week 2 - 1/30-2/09			
Module 2	Literature Review Introduction	Lesson Galvan: Ch.2 Creswell: Ch. 4 Lunenburg: pp. 147-154 Discussion: Understanding Modules 1&2	Lit Review Analysis Reflection Paper
Week 3 – 2/10-2/16			
Module 3	The Literature Review Foundation	Lesson Lunenburg: pp. 154-164 Mertler: Ch. 1 Creswell: Ch. 5 Discussion: Lit Review Analysis	Lit Review Matrix Paper Annotated Bibliography Paper

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Week 4			
	Week 4	2/17-2/23	
Module 4	Structure and Questions Introduction	Lesson Galvan: Ch. 3-4 Mertler: Ch. 2 Creswell: Ch. 2 Discussion: Lit Review Matrix & Annotated Bibliography	Lit Review Structure Reflection Paper
Week 5 – 2/24 to 3/01			
Module 5	Lit Review Outline & References Introduction	Lesson Mertler: Ch. 3 Creswell: Ch. 3 Discussion: Lit Review Structure Reflection Literature Review Structure Reflection Paper	Lit Review Annotated Bibliography (2) Paper Lit Review Outline and References Paper
Week 6 – 3/9-3/15			
Module 6	Literature Review Understanding	Lesson Galvan: Ch. 5-6 Discussion: Understanding Modules 3-6 Draft Lit Review Outline and References	Lit Review Annotated Bibliography (3) Paper
Week 7 – 3/16 to 3/22			
Module 7	Literature Review Overview	Lesson Galvan: Ch. 7-8 No Discussion	Lit. Review Annotated Bibliography Final Paper Literature Review Rough Draft Paper
Week 8 – 3/23 to 3/29			
Module 8	Literature Review & Abstract	Lesson Galvan: Ch. 9	Abstract Draft Paper

The syllabus/schedule are subject to change.

		Discussion: Lit Review Rough Draft	
Week 9 – 3/30-4/05			
Module 9	Developing Chapter 1	Lesson Galvan: Ch. 10 Creswell: Ch. 6 Discussion: Understanding Modules 7-9	Chapter One – 3 Sections Paper
Week 10 – 4/06 to 4/12			
Module 10	Developing Chapter One	Lesson Galvan: Ch. 11-12 No Discussion	Chapter One Outline Final Paper Significance & Definitions Paper
Week 11 4/13 to 4/19			
Module 11	Focus Development of Literature Review	Lesson Galvan: Ch. 13 Discussion: Chapter One Outline	No Assignment
Week 12 – 4/20-4/26			
Module 12	Rough Draft Chapter One	Galvan: Appendix A No Discussion	Chapter One Final Rough Draft of Paper
Week 13 – 4/27 to 5/03			
Module 13	Reviewing Chapter One	Lesson Textbook reading completed Discussion: Understanding Modules 10-13	Chapter One Final Paper

The syllabus/schedule are subject to change.

Week 14 – 4/27-5/03			
Module 14	Final Paper – Chapter One	Lesson Textbook reading completed No Discussion	Chapter One Final Paper
Weeks 15 /16 – 5/04-5/08			
Modules 15/16	Final Reflections	Lesson Textbook reading completed Discussion: Final Exam Reflection –Thread due Tuesday and Replies due Thursday	No Assignment

The syllabus/schedule are subject to change.