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## **EDAD 664.01W – Doctoral Writing-Prospectus Development: The Literature Review**

COURSE SYLLABUS: SUMMER 2022  
Hours: Three

### **INSTRUCTOR INFORMATION**

**Instructor:** Dr. Sharon Ninness

**Office Location:** Frank B. Young Education Building

**Office Hours:** Virtual/ M-F: 3 pm – 6 pm; Sat, By appt.

**Office Phone:** 936.234.9732

**Office Fax:** 903.886.5540

**University Email Address:** [Sharon.Ninness@tamuc.edu](mailto:Sharon.Ninness@tamuc.edu)

**Preferred Form of Communication:** E-mail

**Communication Response Time:** Normally within 24 Hours

### **COURSE INFORMATION**

Materials – Textbooks, Readings, Supplementary Readings

Textbooks Required

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.).

ISBN-13: 978-1433805615

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Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE.  
ISBN: 978-1506386706

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

Machi, L. A., & McEvoy, B. T. (2022). *The literature review: Six steps to success* (4th ed.). Corwin Press.  
ISBN-13: 978-1071852903

### Software Required

*Grammarly Premium*—This software, which checks for errors related to grammar, punctuation, mechanics, and usage as well as for plagiarism in writing, can be accessed at [www.grammarly.com/premium](http://www.grammarly.com/premium) for a monthly, quarterly (3-month), or annual fee.

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 also will 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

## 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 7th 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 7th edition style.
6. Evaluate peer reviewed articles.
7. Request articles and books from Inter-library loan.

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8. Retrieve peer reviewed articles from various databases.
9. Create a citation engine account and import citations electronically (i.e., RefWorks, Zotero, Citavi, 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. I expect you to take responsibility for your own learning process. While the online course includes interactions between students and instructor and students and students, our discussions are mostly asynchronous; in other words, they are not immediate as in a face-to-face course. You must be comfortable waiting up to 24 hours for a response to their emails. There may be optional synchronous sessions, depending on the instructor's availability.

#### **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.

**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.

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**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**

**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.

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### 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.
	Assignment 4 - 10 pts.	
Module 4	Assignment 5 - 10 pts.	Discussion 4 - 5 pts.
Module 5	Assignment 6 - 10 pts.	<b>No Discussion</b>
	Assignment 7 - 20 pts.	
Module 6	Assignment 8 - 20 pts.	Discussion 5 - 5 pts.
Module 7	Assignment 9 - 20 pts.	Discussion 6 - 5 pts.
Module 8	<b>No Assignment</b>	Discussion 7 - 5 pts.
Module 9	Assignment 10- 50 pts.	<b>No Discussion</b>
Module 10	<b>No Assignment</b>	Discussion 8 - 5 pts.
Total Points	170 pts.	40 pts.
<b>Grand Total Points= 210 pts.</b>		

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

#### Grading Scale

A = 188-210 pts.

B = 167-187 pts.

C = 146-166 pts,

D = 125-145 pts.

F = 124 or fewer pts.

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

Weights of the assessments in the calculation of the final letter grade.

Assignments 81%

Discussions 19%

TOTAL 100%

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## Student Performance Evaluation:

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

**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.

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

Module	Discussion	Points	Assignment	Points	Total Points	CLOs
Module 1	Dissertation Topic	5	Lit Review Analysis Paper: Analyze Chapter 2 Lit Review of a Selected Dissertation Using the Boote & Biele Rubric	10	15	CLO-1; CLOs-3-7
Module 2	Lit Review Analysis	5	--Lit Review Matrix Paper 1 --Annotated Bibliography Paper 1	10	15	CLOs-3-7
Module 3	Lit Review Outline & References	5	--Lit Review Outline Draft (3 levels)  --Lit Review Matrix 2 OR Annotated Bibliography Paper 2	10  10	15	CLOs-3-7
Module 4	Understanding Modules 1-4	5	Lit Matrix 3 OR Annotated Bibliography Paper 3	10	25	CLOs-3-7
Module 5	N/A	N/A	--Lit Matrix 4 OR Annotated Bibliography Paper 4  --Literature	10  20	20	CLOs-3-7

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			Review Rough Draft Paper			
Module 6	Understanding Modules 5-6	5	Abstract Draft Paper	20	25	CLOs-3-7
Module 7	Chapter One Outline	5	Chapter One Executive Summary	20	25	CLOs-2
Module 8	Understanding Modules 7-8	5	N/A		5	CLOs-2
Module 9	N/A	N/A	Chapter Two Final Paper With Chapter 1 Executive Summary	50	50	CLOs-2
Module 10	Final Reflection	5	N/A		5	CLOs-1-7
<b>Total Points</b>		<b>40</b>		<b>170</b>	<b>210</b>	

**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 7th 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 7th edition style.
6. Evaluate the quality of peer-reviewed articles.
7. Request articles and books from Inter-library loan.

### Rubrics

The following rubric will be used to grade the Discussion Threads in Modules 1-4, 6-8, and 10.

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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

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 papers assigned in Modules 1-5 (Assignments 1-6).

<b>Points</b>	<b>Assignment Requirements</b>
	<b>Content</b>
50	--Excellent addresses and develops each aspect of the assignment. -- Excellent paper
40	--Appropriately addresses each aspect of the assignment. Includes specificity and elaboration in content. --Good paper
30	--Adequately addresses the appropriate topic but partially fulfills assignment requirements. Includes some specificity in content. --Fair paper
20	--Vaguely addresses the appropriate topic. Lacks specificity and elaboration of content. --Poor paper
10	--Vaguely addresses the topic and omits most of the assignment requirements. --Very poor paper
	<b>Style</b> (Grammar, Punctuation, Mechanics, Usage, and APA 7 Format of Paper)
50	--Excellent grammar, punctuation, mechanics, and usage --Excellent use of APA format specified in the <i>APA Manual, Seventh Ed. (2020)</i> .

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40	--Rare grammatical, punctuation, mechanical, usage, and/or APA format errors exist but do not affect readability. --Good use of APA format..
30	--Limited variety of grammatical, punctuation, mechanical, usage, and/or APA format errors exist, affecting readability —Fair use of APA format
20	--A variety of grammatical, punctuation, mechanical, usage, and/or APA format errors appear throughout the text, affecting readability. --Poor use of APA format
10	-- Most sentences exhibit multiple grammatical, punctuation, mechanical, usage, and/or APA format errors, obstructing meaning. --Very poor use of APA format
Total Points:	<b>Earned Total Points: _____ /100 x .10= _____ for Assignments 1-6.</b> <b>Earned Total Points: _____ /100 x .20= _____ for Assignments 7-9.</b>

The following rubric as well as Boote and Beile's (2005) Literature Review Scoring Guide, which is located at the end of this syllabus, will be used to grade Assignment 10: Final Draft of Chapter 2 Literature Review With Chapter 1 Executive Summary.

<b>Content</b>	
50	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 16 primary sources, peer reviewed empirical research articles.
40	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 at least 14 primary source, peer reviewed empirical research articles.
30	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 at least 12 primary sources, peer reviewed empirical research articles.
20	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. Reference list consists of at least 10 primary sources, peer reviewed empirical research articles.
10	The ideas are illogical and appear to reflect the writer's "stream of consciousness" and empirical evidence is lacking. No major

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	headings or subheadings are present. Inappropriate citation. Lack of primary source, peer reviewed, empirical research articles. Reference list consists of 8 or fewer primary sources, peer reviewed empirical research articles.
	<b>Style</b> (Grammar, Punctuation, Mechanics, Usage, and APA 7 Format of Paper)
50	--Excellent grammar, punctuation, mechanics, and usage --Excellent use of APA format specified in the APA Manual, Seventh Ed. (2020).
40	--Rare grammatical, punctuation, mechanical, usage, and/or APA format errors exist but do not affect readability. --Good use of APA format..
30	--Limited variety of grammatical, punctuation, mechanical, usage, and/or APA format errors exist, affecting readability --Fair use of APA format
20	--A variety of grammatical, punctuation, mechanical, usage, and/or APA format errors appear throughout the text, affecting readability. -- Poor use of APA format
10	-- Most sentences exhibit multiple grammatical, punctuation, mechanical, usage, and/or APA format errors, obstructing meaning. --Very poor use of APA format
Total Points:	Earned Total Points: _____ /100 x .50= _____

\*\*Please note that Modules 8-9 in the online course shell provides information about the EDAD 664 Final Exam, which is a product (the final draft of Chapter 2 Literature Review With Chapter I Executive Summary). This product will be will be graded using the above rubric and the Boote and Beile's (2005) Literature Review Scoring Guide.

## TECHNOLOGY REQUIREMENTS

### LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

YouSeeU Virtual Classroom Requirements:

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<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-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.

## 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

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## 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 <b>point</b> release of that major version) and the previous major version of iOS (the latest minor or <b>point</b> 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.

- 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.

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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](https://get.adobe.com/flashplayer/) (version 17 or later) <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.

## 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](mailto: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

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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.



Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

### 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

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

As this is an online class, you will need daily access to your email account. I will be emailing during the course to communicate information, assignments, and other addenda. **You need to check your myLeo email each day for these communications. You also need to review updated announcements within the EDAD 664 course home page for updated information pertaining to this course on a daily basis.**

Our primary mode of communication is through the course, but I am available through other modes of communication, too. If your question is related to an assignment and it is reasonable to think others might have the same questions, use the *Module Q&A* so that everyone can benefit. If you need to discuss something (beyond a quick question), make an appointment 24 hours ahead of time via email (Sharon.Ninness@tamuc.edu). If you have a quick question (not a discussion), or an urgent message, you may text me, but use phone text judiciously.

If I request that you have a phone conference with me to discuss an assignment and you do not respond within a reasonable amount of time (24 hours), you will receive a zero on the assignment.

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In order to complete your assignments, you will need to be proficient at MS Office programs, such as Word, Excel, PowerPoint, and Publisher. All assignments submitted electronically must be in MS Office formats. You will receive feedback on all assessments within 6 days of the module end date.

Please feel free to email me at [Sharon.Ninness@tamuc.edu](mailto:Sharon.Ninness@tamuc.edu) if you have questions. Each of the ten 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. The Q&A is for general questions about assignments and/or course materials.

Please communicate with me in whichever form you are most comfortable (via e-mail or through the *Module Q&A* Forums); however, avoid using the public forum for confidential matters. If you would prefer to correspond via telephone, you are welcome to do so (936.234.9732). Please schedule a phone conference before you call me, by sending an email to me at [Sharon.Ninness@tamuc.edu](mailto:Sharon.Ninness@tamuc.edu). 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.

## **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 7 formatting in your Style Manual. You also may access additional information at **Purdue Online Writing Lab** and at **[www.apastyle.org](http://www.apastyle.org)**.

Reflection papers should be double-spaced and words typed using size 12-point Times New Roman font. Follow the format for papers as specified in the *APA Publication*

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*Manual, 7th Ed. (2020)*. You will use Microsoft Word for all papers. The work you submit should be scholarly, and it should not be written in first person. The literature review should be written in past tense.

All resources should be cited using correct format as specified in the *APA Publication Manual, 7th Ed. (2020)*. The paper also should be free of technical errors (spelling, capitalization, punctuation, proper use of grammar, usage, etc.). Students must receive permission from the professor for late work to be accepted.

### **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:

<https://www.britannica.com/topic/netiquette>

### **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](#)

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### [Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

### [Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

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

## **Students with Disabilities-- ADA Statement**

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

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<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

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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.

### **A&M-Commerce Supports Students' Mental Health**

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

**\*\*Note: A tentative course outline/calendar as well as Boote and Beile's (2005) Literature Review Scoring Guide are included below.**

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## COURSE OUTLINE / CALENDAR

Modules 1-10 of this course are completed during weeks 1-10 of this course, respectively, as designated by the dates listed below. Each module begins on a Monday and ends on a Sunday at midnight. Please click on each module in the online EDAD 664.01W course shell for specific due dates and additional details about assignments.

### EDAD 664.01W Tentative Course Outline/Calendar Summer 2022 (06/06- 08/11)

Module	Topic	Textbook Readings	Discussions & Assignments With Due Dates
<b>Week 1 First Class Day Monday 6/6 to 6/12</b>			
<b>Module 1</b>	Course Orientation and Literature Review Introduction  <b>End of first week/module is Sunday</b>	Lesson <ul style="list-style-type: none"> <li>▪ Machi &amp; McEvoy (2022): Intro. and Chapters 1 &amp; 3</li> <li>▪ Creswell &amp; Creswell (2018): Chapter 4</li> <li>▪ Lunenburg &amp; Irby (2008): pp. 137-154</li> </ul>	Introductions in Student Lounge—Due Tuesday/Replies due Sunday <b>Discussion:</b> <ul style="list-style-type: none"> <li>➤ What is your dissertation topic?</li> </ul> Discussion thread due Thursday/Replies due Sunday <b>Assignment:</b> <ul style="list-style-type: none"> <li>➤ Lit Review Analysis Paper: Analysis of Chapter 2 (Literature Review) in a selected dissertation using Boote &amp; Beile’s Rubric—Due Sunday</li> </ul>
<b>Week 2 - 6/13 to 6/19</b>			
<b>Module 2</b>	Literature Review Foundation	Lesson <ul style="list-style-type: none"> <li>▪ Lunenburg &amp; Irby (2008): pp. 154-164</li> <li>▪ Machi &amp; McEvoy (2022): Ch. 2 &amp; 4</li> <li>▪ Creswell &amp; Creswell (2018): Ch. 2</li> </ul>	<b>Discussion:</b> <ul style="list-style-type: none"> <li>➤ Lit Review Analysis</li> </ul> Discussion thread due Thursday/Replies due Sunday <b>Assignment:</b> <ul style="list-style-type: none"> <li>➤ Lit Review Matrix 1 with at least 4 peer-reviewed empirical journal articles</li> </ul>

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			<p>AND</p> <ul style="list-style-type: none"> <li>➤ Annotated Bibliography Paper 1 with the same 4 peer-reviewed empirical journal articles included in the Lit Review Matrix—Due Sunday</li> </ul>
<b>Week 3 – 6/20 to 6/26</b>			
<b>Module 3</b>	Lit Review Outline & References	<p>Lesson</p> <ul style="list-style-type: none"> <li>▪ Creswell &amp; Creswell (2018): Ch. 3</li> <li>▪ Machi &amp; McEvoy (2022): Ch. 3</li> </ul>	<p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>➤ Lit Review Outline &amp; References</li> </ul> <p>Discussion thread due Thursday/Replies due Sunday</p> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>➤ Lit Review Outline Draft (3 Levels)—Due Sunday</li> <li>➤ Lit Review Matrix 2 or Annotated Bibliography Paper 2 with 4 added peer-reviewed empirical journal articles for a total of 8 articles—Due Sunday</li> </ul>
<b>Week 4 – 6/27 to 7/3</b>			
<b>Module 4</b>	Literature Review: Understanding	<p>Lesson</p> <ul style="list-style-type: none"> <li>▪ Lunenburg &amp; Irby (2008): Ch. 7</li> <li>▪ Machi &amp; McEvoy (2022): Ch. 2</li> </ul>	<p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>➤ Understanding Modules 1-4</li> </ul> <p>Discussion thread due Thursday/Replies due Sunday</p> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>➤ Literature Matrix 3 or Annotated Bibliography Paper 3 with 4 added peer-reviewed empirical journal articles for a</li> </ul>

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			total of 12 articles— Due Sunday
<b>Week 5 – 7/4 to 7/10</b>			
<b>Module 5</b>	Lit Review Outline & References Introduction	Lesson <ul style="list-style-type: none"> <li>▪ Creswell &amp; Creswell (2018): Ch. 3</li> <li>▪ Machi &amp; McEvoy (2022): Ch. 5</li> </ul>	<b>No Discussion</b> <b>Assignment:</b> <ul style="list-style-type: none"> <li>➤ Literature Matrix 4 or Annotated Bibliography Paper 4 with 4 added peer-reviewed empirical journal articles for a total of 16 articles— Due Sunday</li> <li>➤ Literature Review Rough Draft Paper— Due Sunday</li> </ul>
<b>Week 6 – 7/11 to 7/17</b>			
<b>Module 6</b>	Literature Review Understanding	Lesson <ul style="list-style-type: none"> <li>▪ Lunenburg &amp; Irby (2008): Ch. 7</li> <li>▪ Machi &amp; McEvoy (2022): Ch. 6</li> </ul> Draft Lit Review Outline and References	<b>Discussion:</b> <ul style="list-style-type: none"> <li>➤ Understanding Modules 5-6</li> </ul> Discussion thread due Thursday/Replies due Sunday  <b>Assignment:</b> <ul style="list-style-type: none"> <li>➤ Abstract Draft Paper— Due Sunday</li> </ul>
<b>Week 7 – 7/18 to 7/24</b>			
<b>Module 7</b>	Literature Review Overview	<ul style="list-style-type: none"> <li>▪ Lunenburg &amp; Irby (2008): Ch. 6</li> <li>▪ Machi &amp; McEvoy (2022): Ch. 6</li> </ul>	<b>Discussion:</b> <ul style="list-style-type: none"> <li>➤ Chapter One Outline</li> </ul> Discussion thread due Thursday/Replies due Saturday  <b>Assignment:</b> <ul style="list-style-type: none"> <li>➤ Chapter One Executive Summary— Due Sunday</li> </ul>

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<b>Week 8 – 7/25 to 7/31</b>			
<b>Module 8</b>	Literature Review & Abstract	Lesson <ul style="list-style-type: none"> <li>▪ Machi &amp; McEvoy (2022): Ch. 6</li> </ul>	<b>Discussion:</b> <ul style="list-style-type: none"> <li>➤ Understanding Modules 7-8</li> </ul> Discussion thread due Thursday/Replies due Saturday  <b>No Assignment Due</b>
<b>Week 9 – 8/1 to 8/7</b>			
<b>Module 9</b>	Developing Chapter 1	Lesson <ul style="list-style-type: none"> <li>▪ Creswell &amp; Creswell (2018): Ch. 6, 7</li> <li>▪ Machi &amp; McEvoy (2022): Ch. 6</li> </ul>	<b>No Discussion</b> <b>Assignment:</b> <ul style="list-style-type: none"> <li>➤ Chapter Two Final Paper With Chapter 1 Executive Summary—Due Sunday</li> </ul>
<b>Week 10 – 8/8 to 8/11 (Short Week)</b>			
<b>Module 10</b>			<b>Discussion:</b> <ul style="list-style-type: none"> <li>➤ Final Reflection—Due Wednesday</li> </ul> Discussion thread due Tuesday/Replies due Wednesday  <ul style="list-style-type: none"> <li>➤ <b>No Assignment</b></li> </ul>
<b>Last Class Day is Thursday, August 11.</b>			

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## Appendix

### Boote and Beile's (2005) Literature Review Scoring Rubric for Module 6 Rough Draft

Category	Criterion				Comments
<b>1. Coverage</b>	<b>A. Justified criteria for inclusion and exclusion from review</b>	Did not discuss the criteria for inclusion or exclusion	Discussed the literature included and excluded	Justified inclusion and exclusion of literature	
<b>2. Synthesis</b>	<b>B. Distinguished between what has been done in the field and what needs to be done</b>	Did not distinguish what has and has not been done before	Discussed what has and has not been done	Critically examined the state of the field	
	<b>C. Placed the topic or problem in the broader scholarly literature</b>	Topic not placed in broader scholarly literature	Some discussion of broader scholarly literature	Topic clearly situated in broader scholarly literature	
	<b>D. Placed the research in the historical context of the field</b>	History of topic not discussed	Some mention of history of topic	Critically examined history of topic	
	<b>E. Acquired and enhanced the subject vocabulary</b>	Key vocabulary not discussed	Key vocabulary defined	Discussed and resolved ambiguities in definitions	
	<b>F. Articulated important variables and phenomena relevant to the topic</b>	Key variables and phenomena not discussed	Reviewed relationships among key variables and phenomena	Noted ambiguities in literature and proposed new relationships	
	<b>G. Synthesized and gained a new perspective on the literature</b>	Accepted literature at face value	Some critique of literature	Offered new perspective	

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Category	Criterion				Comments
3. Methodology	H. Identified the main methodologies and research techniques that have been used in the field, and their advantages and disadvantages	Research methods not discussed	Some discussion of research methods used to produce claims	Critiqued research methods	
	I. Related ideas and theories in the field to research methodologies.	Research methods not discussed	Some discussion of appropriateness of research methods to warrant claims	Critiqued appropriateness of research methods to warrant claims	
4. Significance	J. Rationalized the practical significance of the research problem	Practical significance of research not discussed	Practical significance discussed	Critiqued appropriateness of research methods to warrant claims	
	K. Rationalized the scholarly significance of the problem	Scholarly significance of research not discussed	Scholarly significance discussed	Critiqued scholarly significance of research	
5. Rhetoric	L. Was written with a coherent, clear structure that supported the review	Poorly conceptualized, haphazard	Some coherent structure	Well developed, coherent	

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