



HIED 650, 01W, Writing a Literature Review

COURSE SYLLABUS: SPRING 2025

INSTRUCTOR INFORMATION

Instructor: Professor Michael K. Ponton

Office Location: Ed North 102

Office Hours: Tuesday, 10a-3p and e-conferencing by appointment (please email me to schedule an appointment).

Phone: 757.753.3137 (cell; please email me for nonemergencies)

University Email Address: Michael.Ponton@tamuc.edu

Preferred Form of Communication: Email

Communication Response Time: 24–36 hours

COURSE INFORMATION

Required Textbook

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

Recommended Review Reading

Read the “Reviewing the Literature” chapter in the following:

Creswell, J. W., & Guetterman, T. C. (2019). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (6th ed.). Pearson.

Course Description

Produces an extensive and integrative literature review related to the student's dissertation topic. Students will search, retrieve, summarize, and synthesize relevant studies, particularly journal articles. The role of theoretical or conceptual framework for writing the review will be also covered.

Student Learning Outcomes

1. Understand how to acquire relevant literature that informs a research topic.
2. Understand how to use the APA style guidelines.
3. Learn how to write a dissertation Chapter 2 literature review.
4. Develop autonomy in learning.

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COURSE REQUIREMENTS

Minimal Technical Skills Needed

Proficiency using the D2L learning management system, Microsoft Word, and TAMU-C email.

Instructional Methods

This is an entirely online course.

Student Responsibilities or Tips for Success in the Course

Students should access the course minimally every week in order to check announcements. Students should check their TAMU-C email daily to ensure timely receipt of messages from the instructor and University.

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

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

Bibliographic Research Paper	35%
Discussion of Assigned Dissertations	15%
Literature Review	50%
<hr/> TOTAL	<hr/> 100%

Assessments

1. Students should work a *minimum* of 9–12 hours per week in completing course assignments.
2. The course calendar (which includes due dates for assignments) is at the end of this syllabus.
3. Periods 1–3: Identify a topic in higher education (e.g., student affairs, faculty affairs, governance, organizational theory, culture, teaching, learning, distance learning, competency-based education, tenure, etc.) and acquire 25 research articles from journals that inform this topic. A “research article” is one in which data are collected and analyzed; for the purposes of this assignment, a “journal” is a peer-reviewed

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publication (note: the publication's website should outline submission requirements and should describe whether or not submitted manuscripts will be vetted via peer review to determine acceptance for publication). The format for this paper is outlined in the file *Bibliographic Research Paper – Format.doc* and should be followed explicitly.

If you have a specific topic for your dissertation research (e.g., campus gun violence, faculty feelings regarding tenure, the teaching of doctoral students, etc.) focus on this topic; if you do not, focus on an area of your general interest in higher education and allow the readings to help you to develop a specific topic (e.g., based upon recommendations for future research published in the articles you acquire).

Note that for this course, it is helpful but not necessary that you have a specific dissertation topic. You have to read extensively to develop a dissertation research topic, so this course will help you begin this journey if you have not already done so; however, if you have already read extensively and have a dissertation research topic, this course will help you to continue this journey via more focused readings.

At the beginning of the semester, I encourage everyone to schedule an appointment with either Ms. Sarah Northam who serves as the Director of Research and Instruction in the Velma K. Waters library or Ms. Fatemeh Kholoosi Raftar who serves as the Research and Instruction Librarian in the Graduate School. Either will help you to learn how to systematically canvas the literature; that is, how to identify databases, search terms, and criteria for inclusion.

The paper must be emailed to the instructor by the due date/time. The grading rubric for this paper will be 60% content and 40% APA usage (includes grammar).

4. Periods 4–5: A dissertation's Chapter 2 Review of the Literature (a) provides sufficient information to allow a reader to better understand the Chapter 1 Introduction, (b) places the dissertation study in the context of the field by offering important details associated with current theories and studies as well as seminal (i.e., older but influential) theories and studies, and (c) establishes to the dissertation committee that the candidate has a sufficient understanding of related work (i.e., has read broadly and deeply) to be considered an expert on the research topic and, thus, should be allowed to conduct the proposed research. Note that a Chapter 2 is not everything the candidate has read but rather is a select offering of literature that is organized in order to accomplish (a) through (c).

Acquire and read through Chapter 2 the following dissertations:

Foster, D. A. (2017). *The effects of mindfulness training on perceived level of stress and performance-related attributes in baccalaureate nursing students* (Publication No. 1885054302) [Doctoral dissertation, Regent University]. ProQuest Dissertations and Theses Global.

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Ginnings, D. L. (2016). *The effect of a self-efficacy in autonomous learning treatment on academic achievement of online doctoral students* (Publication No. 1849473093) [Doctoral dissertation, Regent University]. ProQuest Dissertations and Theses Global.

Kelly, H. F., IV. (2007). *A comparison of student evaluations of teaching between online and face-to-face courses* (Publication No. 304713996) [Doctoral dissertation, Regent University]. ProQuest Dissertations and Theses Global.

Kirk, J. R. (2012). *Gender-based barriers experienced by male students in an online RN-to-BSN nursing program* (Publication No. 1013882979) [Doctoral dissertation, Regent University]. ProQuest Dissertations and Theses Global.

Write a paper (approximately 10–12 pages, which includes a title page, text, and references section) that addresses the following:

- i. How and how well each dissertation satisfies (a) through (c) above;
- ii. How and how well each dissertation uses headings to organize ideas; and
- iii. How and how well each dissertation cites relevant information from the literature for both thematic reviews (i.e., reviews of themes as a presentation of overarching points) and study-by-study reviews (i.e., reviews of themes as a presentation of research findings); if possible, read the recommended review reading from Creswell and Guetterman (or an earlier edition) for further information.

The paper must be emailed to the instructor by the due date/time. The grading rubric for this paper will be 60% content and 40% APA usage (includes grammar).

5. Periods 6–7: A literature review of research articles should not be written until the articles are thoroughly read. Do not forget item (c) above: a doctoral candidate should be an expert; thus, to develop expertise, one must have a thorough understanding of extant research that cannot be had until such research has been meticulously read and considered. A superficial reading results in a superficial understanding, which must be avoided.
6. Periods 8–14: Based upon all previous course assignments, construct a literature review incorporating the material read for the BRP and any additional readings that models Chapter 2 of the dissertations read with respect to organization (i.e., relevant subsections with appropriate headings) and presentation (e.g., thematic and study-by-study reviews). This literature review should be approximately 25 pages, which includes a title page, text, and references section.

The paper must be emailed to the instructor by the due date/time. The grading rubric for this paper will be 60% content and 40% APA usage (includes grammar).

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7. Alignment of student learning outcomes with assessments:

Assignments	Student Learning Outcomes			
	SLO1	SLO2	SLO3	SLO4
Bibliographic Research Paper	X	X		X
Discussion of Assigned Dissertations		X	X	X
Readings of BRP Material				X
Literature Review		X	X	X

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M University 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

YouSeeU Virtual Classroom Requirements:

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

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

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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

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

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

Interaction with Instructor Statement

The preferred method of communication is email; thus, use email to message as well as schedule e-conferencing.

The assessment feedback time is within one week of the assignment due date. Any delays in this time (e.g., due to travel) will be communicated.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Submitted assignments should not have been submitted for any previous courses.

Students are expected to submit all assignments no later than their due dates/times. Any assignment submitted past the due date/time (i.e., by the end of the day, TAMU-C time, of the respective due date) will receive a zero without exception unless an extension is approved by the instructor *in advance of the due date/time* (note: a request for an extension in advance of the due date/time does not mean an extension is approved; *explicit approval before the due date/time is required to avoid a zero*). Exigencies will be handled on a case-by-case basis.

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.

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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 East Texas A&M University 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](#)

[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>

Artificial Intelligence

East Texas A&M University acknowledges that there are legitimate uses of Artificial Intelligence (AI), ChatBots, or other software that has the capacity to generate text, or

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suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

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

East Texas A&M University

Velma K. Waters Library Rm 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/)

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

Nondiscrimination Notice

East Texas A&M University 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.

Civility Statement

East Texas A&M University enhances civility and collegiality of administrators, faculty, staff, students, and guests through intentional acts of respect, trust, self-accountability, and collaboration. We recognize our strength is found in togetherness as we commit to kindness through one on one communication, fostering a healthy environment of conflict

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resolution and teamwork. The university is also committed to incorporating the tenets of civility in ways that do not silence traditionally marginalized voices.

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

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University 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.

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



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COURSE CALENDAR

Period	Dates	Assignments
1	1/13 – 1/19	Begin Preparing Bibliographic Research Paper (BRP)
2	1/20 – 1/26	Continue BRP Preparation
3	1/27 – 2/2	Complete/Submit BRP (due midnight* 2/2)
4	2/3 – 2/9	Read the Foster, Ginnings, Kelly, and Kirk Dissertations Through Chapter 2.
5	2/10 – 2/16	Complete/Submit Dissertation Discussion Paper (due midnight* 2/16)
6	2/17 – 2/23	Begin Reading Articles Gathered for the BRP (which can include parts of “Books That Must Be Read” if such books are acquired)
7	2/24 – 3/2	Complete Reading Material Gathered for the BRP
8	3/3 – 3/9	Begin Writing Literature Review
	3/10 – 3/16	SPRING BREAK
9	3/17 – 3/23	Continue Writing Literature Review
10	3/24 – 3/30	Continue Writing Literature Review
11	3/31 – 4/6	Continue Writing Literature Review
12	4/7 – 4/13	Continue Writing Literature Review
13	4/14 – 4/20	Continue Writing Literature Review
14	4/21 – 4/27	Complete/Submit Literature Review (due midnight* 4/27)

*End of the day, ETAMU time

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