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Office Phone: TBA
Cell Phone: 936.554.9300
Office Fax: TBA
University Email Address: julia.ballenger@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

*Textbook(s) Required:* No textbooks

*Optional:* No textbooks

Students are required to review content videos that are embedded in the online course as well as read documents and research articles that are placed in the dropbox in the online course.

Course Description:

This course serves as the introductory class in the doctoral dissertation writing process. We will be exploring the Doctoral Dissertation requirements of the Graduate School and the EDAD Doctoral Program. The course is also a start to refining your understanding of the dissertation literature review.

Student Learning Outcomes:

1. The cohort members will develop advanced skills and knowledge of writing academic papers using the APA Style Manual 6th Edition.

2. The cohort member will gain an increased understanding of the dissertation writing process by review and evaluation of completed literature review examples.

3. The cohort member will compose and submit a draft of the literature review.
4. The cohort member will compose a summative reflection evaluating their preparedness to successfully complete the dissertation process.

<table>
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<tr>
<th>COURSE REQUIREMENTS</th>
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**Instructional / Methods / Activities Assessments**

**Assignments:**

**Analysis of an existing Literature Review:**
This assignment is designed for the student to develop a deeper understanding of the literature review by examining and critically analyzing an existing literature review. Each student will access a dissertation from the Gee Library archives that matches or closely resembles their dissertation topic. Then, using the rubric provided, analyze the literature review.

**Draft of the Literature Review:**
This assignment is designed for the student to develop a draft of the Literature Review. Each student will construct a draft literature review on the topic that they identified in Chapter 1 during EDAD 697 (663). Videos and articles in the modules and Doc Share will help guide students through the process.

Each student will also respond to another cohort member's post on this topic in the discussion board.

**Discussion Threads:**

Each Week Tab has at least one discussion thread that you will need to respond to. Please follow the discussion rubric to respond and post to each topic.

**Discussion Thread Criteria:**

- The discussants will demonstrate an observable understanding of the articles being discussed. The understanding will be at the critical thinking and synthesis level.
- The discussants will demonstrate an ability to engage the audience in a discussion that is relevant to the topics of the articles and related concepts. This can be done in a variety of ways including but not limited to:
  - posing engaging questions;
  - eliciting responses;
  - engaging the learners in an activity or task.

- The discussants will demonstrate the ability to effectively organize the discussion. This includes:
  - keeping the discussion focused on the topic;
  - providing structure (beginning arguments, closing arguments, wrap-up or synthesis);
- staying within the timeframe allotted for discussion;
- using effective media (if applicable).

- The discussants will demonstrate the ability to respond to questions effectively.
- The discussants will demonstrate the ability to relate the concepts discussed in the articles to personal and professional experience by using examples from everyday practices.

The 250 word posts are due Tuesdays at midnight and the response to another students post (100 words) is due by Thursday at midnight. Remember there may be multiple threads in each module.

The following format is directly from the Doctoral Dissertation Template approved by the TAMUC Graduate School. (Please follow APA 6 formatting in your Style Manuals. You may also access a free online APA tutorial at Purdue Online Writing Lab).

Papers should be double spaced, size 12 font (New Times Roman), and follow the formats for papers as specified by the APA Publication Manual. This is a scholarly work and should not be written in first person. All resources should be cited using APA format and your paper should also be free of technical errors (spelling, punctuation, proper use of grammar, etc.).

Grading

Student Performance Evaluation:

Evaluation will be based on successful completion of each of the performance expectations. Each expectation 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. This is a competency based course. Accumulating 70% of the possible points for the course will be considered as a passing score.

Satisfactory Score 210-300
Unsatisfactory Score 209 and Below

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 rubric provided (see Rubric for Course Grade attached).

TECHNOLOGY REQUIREMENTS

This is a 100% class. All of the instructional activities and assignments will be delivered and received online using the eCollege learning media platform. This is an online course and some obvious technological resources will be required.
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 our spam filters will catch yahoo, hotmail, etc. and I will not check for your email in spam. When sending me an email be sure that you have the included your name and Course Number (EDAD 697) in the subject line.

ACCESS AND NAVIGATION

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege, click on the ‘myCourses’ tab, and then select the "Browser Test" link under Support Services.

eCollege Access and Log in Information (7.1)

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: https://leo.tamu-commerce.edu/login.aspx.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu.

Being a Successful Student

What Makes a Successful Online Student

Self-Evaluation for Potential Online Students

Readiness for Education at a Distance Indicator (READI)

Login Information: Login = tamuc; password = online
COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

I will communicate with you through:

- Email
- eCollege Announcements

Module Q&A Forum
Virtual Office Hour
Google +

Interaction with Instructor Statement

Email is the primary mode of communication that will be used in this course. I will attempt to answer emails within 24 hours. 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.

eCollege Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

Chat Support: Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.

Phone: 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.

Email: helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.

Help: Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc…)

COURSE AND UNIVERSITY PROCEDURES/POLICIES
**Course Specific Procedures:**

This is a 100% class. All of the instructional activities and assignments will be delivered and received online using the eCollege learning media platform. This is an online course and some obvious technological resources will be required.

**University Specific Procedures:**

*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  
Gee Library 132  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148  
StudentDisabilityServices@tamu-commerce.edu  
Student Disability Resources & Services

*Student Conduct*

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

**COURSE OUTLINE / CALENDAR**

Course Calendar

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments and Due Date</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
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<tr>
<td><strong>Online-Week of August 27</strong></td>
<td><strong>Course Introduction; Syllabus Review. Course Home</strong></td>
<td><strong>Read complete syllabus. Review all information in Course Home</strong></td>
<td><strong>Discussion Board Reflection Question (Questions in Syllabus and Discussion board Thread) Assignment-Due Tuesday of this week.</strong></td>
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<tr>
<td></td>
<td><strong>APA Overview,</strong></td>
<td><strong>Read Table of contents in APA 6 Manual and familiarize yourself with</strong></td>
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<tr>
<th>Library Services; Writing Center Resources</th>
<th>Review of Doctoral Dissertation Handbook (In Doc Sharing and on TAMUC Doctoral Program website)</th>
<th>Dissertation Literature Review Assignment</th>
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<tbody>
<tr>
<td>Familiarize yourself with contents of Chapter 1 and Chapter 2 from Doctoral Dissertation Handbook.</td>
<td>View video(s) and read article in Doc Sharing or in the Module tab about the literature review.</td>
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</table>

**Week 2 Discussion Module 1**

<table>
<thead>
<tr>
<th>Online Week of September 3</th>
<th>Chapter 2 Doctoral Dissertation Literature Review: The What the Why of the Doctoral Dissertation Literature Review</th>
<th>Student-selected Chapter 2 Dissertation from Gee Library (or other) Dissertation Database. View video(s) and read article in Doc Sharing or in the Module tab about the literature review.</th>
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<tr>
<td></td>
<td></td>
<td>Completion of Dissertation Literature Review Assignment (use dissertation literature review rubric in Doc Sharing). Due Thursday of this week.</td>
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<td>Discussion Threads (If assigned) in Discussion Tab for the week</td>
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</table>

**Week 3 Discussion Module 3**

<table>
<thead>
<tr>
<th>Online Week of September 10</th>
<th>Chapter 2 Doctoral Dissertation Literature Review: The Structure of the Literature Review</th>
<th>View video(s) and read article in Doc Sharing or in the Module tab about the literature review.</th>
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<tr>
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<td></td>
<td>Discussion Threads (If assigned) in Discussion Tab for the week</td>
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<tr>
<td>Week 4 Discussion Module 4</td>
<td>Online Week of September 17</td>
<td>Chapter 2 Doctoral Dissertation Literature Review: The Steps</td>
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<tr>
<td>Week 5 No Discussion Write, Write, Write</td>
<td>Online Week of September 24</td>
<td>Chapter 2 Doctoral Dissertation Literature Review</td>
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<tr>
<td>Week 6 Discussion Module 6</td>
<td>Online Week of October 1</td>
<td>Chapter 2 Doctoral Dissertation Literature Review: Draft of Literature Review</td>
</tr>
<tr>
<td>Week 7 Discussion Module 7</td>
<td>Online Week of October 8</td>
<td>Chapter 2 Doctoral Dissertation Literature Review: Draft of Literature Please assess your draft literature review experience. Tell us what you learned and what you would have liked to learn.</td>
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</tbody>
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